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THE PREPARATION OF A TEACHER-TRAINING PROGRAM
IN ENGLISH AS A SECOND LANGUAGE FOR
INDIAN, ESKIMO AND METIS STUDENTS
OF THE NORTHWEST TERRITORIES

by
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The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies for acceptance,
a thesis entitled "The Preparation of a Teacher-Training Program
for Indian, Eskimo and Metis Students of the Northwest Territories"
submitted by Norman J. Macpherson in partial fulfilment of the
requirements for the degree of Master of Education.

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To the officials of the Department of Indian Affairs and Northern Development and of the Department of Elementary Education of the University of Alberta, appreciation is tendered for financial assistance, without which, the study would have been impossible.

To my wife, the members of my family and my co-workers in Northern education, thanks is extended for their continued understanding and support.

ABSTRACT

The purpose of this investigation was to develop a program of studies for teaching English as a second language which would meet the needs and fit the abilities of Indian, Eskimo and Metis students enrolled in the Experimental Teacher Education Course for the Northwest Territories.

The study attempted to find answers to the following basic problems of devising such a program.

1. What should be the philosophy, the basic aims and the theoretical framework of a program of second language teaching?

2. What approaches, methods, techniques and procedures have been successfully practiced in programs that have trained non-native speakers to become teachers of English as a second language?

3. What course content and what learning experiences have been offered to teachers-in-training in the universities of Canada and the United States to prepare them as second-language instructors?

4. What adaptations of content and instructional procedures could best be incorporated into a program of studies which would meet the needs of the specific language teaching situation of Northern Canada?

Answers to these questions have been arrived at in the following ways:

1. By an investigation of material available in professional and academic journals in the fields of psychology, linguistics, second language teaching and curriculum development.

2. By detailed examination of a number of practical programs in teaching English as a second language, and by careful investigation of the course offerings to teachers of English as a second language of a broad sampling of Canadian and American universities.

3. By correspondence with the authors of teacher-training programs in TESL, and with professors of second-language teaching in universities.

4. By personal contact not only with individuals and organizations involved in teaching English as a second language, but also with the Indian, Eskimo and Metis students who will be enrolled in the program.

Although a program for preparing teachers of English as a second language has been developed for use in the 1968-69 school year, the experiment has not ended. Much more revision, amendment, experimentation and evaluation has been indicated. This research has attempted only to lay some bases of philosophy and pedagogy on which future progress could be built.

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CHAPTER I

THE NATURE OF THE STUDY

But though there is an undeniably tragic element in this story of the Eskimo and Indian, we would be doing them, and ourselves, an injustice if we did not realize the exciting 'progress' the native peoples are capable of making -- and what that progress will mean to the North.

To talk of progress one must define it, and I suggest that it really means the broadening of human possibilities. The achievement of progress in the public domain means to enlarge the spirit of man, to enable him to bring out his best qualities, to give him the opportunity to reach, power to grasp, purpose to hold and promise to build.¹

I. THE PURPOSE OF THE STUDY

In September, 1968, an experimental teacher training course for Indian, Eskimo and Metis young people with Junior Matriculation standing, will be commenced at Yellowknife, N.W.T. The aim of this course is to prepare its graduates to teach in the schools of the Northwest Territories. Because English is the language of instruction in these schools, and because the teaching of English as a second language is the cornerstone on which the entire educational system of Northern Canada is based, it is essential that these teacher-trainees be given instruction in the distinctive approaches, particular methods and specific techniques of second language teaching.

¹R. Gordon Robertson, "The Long Gaze" ed. N. Smith, The Unbelievable Land, (Ottawa: The Queen's Printer, 1964), p. 135.

In a statistical study done in California in 1967, Krear and Boucher² reported that Spanish speaking children receiving instruction from teachers trained in TESL acquired a larger speaking vocabulary, and a greater ability to express themselves, than did a matched group instructed by untrained second language teachers.

This is only one of many studies which have reached the not-surprising conclusion that teachers who are trained in teaching English as a second language will be more effective in this specialized discipline, than those who have not had the advantage of such training.

Because, according to C. C. Fries, "Second language teaching is always a matter of teaching a specific language to students who have a specific language background,"³ it will be necessary to develop a program for teaching English to students of Indian and Eskimo origin which takes into account their particular backgrounds and abilities, and which is designed to meet the needs of the classroom situations in which they will find themselves upon completion of their teacher-training course.

²M. L. Krear and C. R. Boucher, "A Comparison of Programs in English for Elementary School Classes," The Modern Language Journal, LI (October, 1967), No. 6, pp. 334-338.

³C. C. Fries, Teaching and Learning English as a Foreign Language (Ann Arbor: The University of Michigan Press, 1945), p. vi.

The purpose of this study is the development of a program in teaching English as a second language which will be offered to the Indian, Eskimo and Metis students who will be enrolled in the experimental teacher-training course in Yellowknife.

II. THE BACKGROUND OF THE STUDY

Because this study -- the development of a program within the framework of an experimental teacher-training course -- must be examined in its context, it is necessary to review briefly the events leading up to the establishment of the teacher-training course in the Northwest Territories.

From 1963 to 1965, C. W. Hobart and C. S. Brant, anthropologists at the University of Alberta, carried out a comparative study of Eskimo education in Greenland and the Mackenzie District of Northern Canada. These investigators were generally critical of the Canadian system and, in the main compared it unfavourably with the Greenlandic model. Two of their main criticisms are expressed in the following passage:

The history of Eskimo education in Canada has, throughout, involved the confrontation of generations of pupils by wholly non-native teachers. It takes the average teacher from the South, suffering from culture shock, isolation in an unusual environment, and the handicap of overtraining in the culture-bound precepts of professional pedagogy, at least one year to discern the problems in teaching his shy and unsophisticated Eskimo pupils and to devise ways of coping with them.... The exclusive use of English as the language of instruction among children understanding little or none of

this language, by teachers knowing nothing of Eskimo language -- who thus cannot explain any difficult English concepts, or grammatical usages in Eskimo -- creates a number of difficulties.⁴

In addition to the pedagogical difficulties outlined in the foregoing quotation, this situation gives rise to grave psychological and sociological problems which result from the widening rift between the home and school life of the pupil. Dr. Frank Vallee, writing of the day school at Baker Lake in the Eastern Arctic, has expressed the immensity of the gulf between education and environment very dramatically:

For the most part, the day school is a purely Canadian agency, an envelope of Kabloona [white man] society and culture in which the child is sealed off from the traditional Eskimo milieu. If the child were put on board a rocket each morning and whisked off within minutes to some school in the South, then whisked back to Baker Lake again in the afternoon, the contrast between his school milieu and that of his home would not be much greater than it is at present.⁵

In order to assist in bridging the "culture gap" between the southern-oriented school and the northern homes and communities, a four-week training course for Indian and Eskimo classroom assistants was presented in Yellowknife in the summer of 1965.⁶

⁴C. S. Brant and C. W. Hobart, "Eskimo Education, Danish and Canadian: A Comparison" (paper read at the American Anthropological Association, Denver, Colorado, November 20, 1965), pp. 58, 59.

⁵Frank Vallee, "Kabloona and Eskimo in the Central Keewatin" (Ottawa: Department of Northern Affairs, 1962), p. 162 (mimeographed.)

⁶Joan Wilson, "Teacher Assistants' Training Course" (Yellowknife: Education Division, Department of Northern Affairs, 1965) (mimeographed.)

Nine teen-aged girls, with an average academic standing of grade seven, were recruited from Indian and Eskimo settlements, and were given basic training in teacher-aide duties. On the completion of their course, they were assigned to assist qualified teachers in Basic English classes in their home communities.

The work done by these classroom assistants in the ensuing year, proved to be of great value, not only in orienting the non-English speaking pupils to the strange, new world of education, but also in increasing the confidence and involvement of parents in the school system. Equally important was their contribution to the effectiveness of the teacher's work in second-language instruction, for the southern-trained teacher now had as a resource person an interpreter of both the language and the cultural background of her pupils.

Encouraged by the success of the teacher assistants' program, which had been planned, organized and evaluated under his direction, the Yellowknife Regional Superintendent of Schools, in July, 1966, presented to a meeting of the education superintendents of the Mackenzie District, a brief proposing the establishment of an experimental teacher-training course for Indian, Eskimo and Metis young people of the Northwest Territories.⁷

⁷ N. J. Macpherson, "A Proposal for an Elementary Teacher Training Course at Yellowknife, N.W.T." (Yellowknife: Education Division, Department of Indian Affairs and Northern Development, 1966). (mimeographed.)

Because it was realized that such a program would have to be articulated with a recognized teacher-training institution, the proposal was presented in January, 1967, to a meeting of a number of leading educators at the University of Alberta. Suggestions, criticisms and comments were received from Drs. Coutts, Worth, Card, Robertson, Schmidt, Gue and other experts in the field of cross-cultural education, and these were incorporated into the brief before it was discussed in detail at the senior education staff conference of the Department of Indian Affairs and Northern Development in Winnipeg later in January of the same year.

In October, 1967, a conference for the purpose of reaching a final decision on the teacher-training program, was held in Fort Smith, N.W.T., under the chairmanship of Mr. B. C. Gillie, District Superintendent of Schools. In attendance at this meeting, besides teachers, counsellors, principals and superintendents of the Mackenzie District, were: Dr. Jean Robertson and Mr. N. M. Purvis, University of Alberta; Dr. Roland Gray, Faculty of Education, University of British Columbia; Mr. D. W. Simpson, Chief of the Education Division, Department of Indian Affairs and Northern Development; and Mr. J. Mahar, President of the Northwest Territories Teachers' Association. The consensus among the participants was that the experimental teacher-training program as outlined by Mr. Gillie was worthy of implementation in September, 1968.

Excerpts from the program which indicate its rationale, state its objectives and outline its content follow:

PROPOSED EXPERIMENTAL TEACHER EDUCATION PROGRAM
FOR NORTHWEST TERRITORIES

General Objectives

1. To provide access and encouragement to young Indian, Eskimo and Metis students of the Northwest Territories to enter the teaching profession.
2. To demonstrate to young students of Indian, Eskimo or Metis background that they can perform effectively in the teaching profession and thus encourage greater numbers to enter teaching.
3. To demonstrate to all indigenous people that "education" is not the sole prerogative of the white man - that it is not something which must be brought to them from another world which is closed to them.
4. To capitalize on the cultural and linguistic affinity these young people will have for students from a similar background.

Specific Objectives

1. To select and train a group of 12 to 15 such students for teaching in the Territories, so as to provide a more gradual and hence easier transition from student to teacher than that offered by the normal procedures and programmes.

2. To have this group composed of students with apparent aptitude for and a keen desire to assume the teaching role, but who appear unlikely to achieve this because the normal pace is likely to be too great an obstacle.
3. After training, to provide them with access to the teaching staff of the district on a provisional or temporary basis, in specially selected classrooms where they would have careful guidance and sympathetic assistance.
4. To require such students to continue their studies during the summer vacations so that they will eventually reach the status and certification of fully qualified teachers within a stipulated but reasonable length of time.
5. To evaluate the effectiveness of the members of this group as they work in the classrooms so that a valid basis for deciding the future value of such programmes may be achieved.

Selection of Students

1. Maximum of 15 to be included.
2. Selection to be made by consultation between students, parents, counsellors, teachers, principals, and superintendents, using the following as a guide:
 - (a) Demonstrated interest in and aptitude for teaching.
 - (b) Completion of Grade 11 by students on the Senior Matriculation programme and Grade 12 by students on the diploma programme.

N.B. - Students who show quite definitely they are capable of completing their work by the "normal" pattern should not be selected for this course.

- (c) Students of Indian, Eskimo or Metis background should be given preference in the selection process.
- (d) Reasonable competency in English.

The Programme

Academic. Social Studies 30 and English 30

N.B. Under new regulations at present being instituted by the Alberta Department of Education in co-operation with the University of Alberta, it may be possible to substitute a course of a somewhat different content in place of the regular "30" courses. In this way material more directly applicable to the programme in northern schools could be introduced for the student teachers. This, of course, could only be done if such course were approved for credit by the Alberta Department and the University.

These courses would be taught on the semester basis so that students might be free from the school timetable for fairly lengthy periods of practice teaching.

Professional

Courses designed to develop essential concepts and skills in:

- (a) Reading and Language Arts.
- (b) Basic English - or English as a Second Language.
- (c) Elementary Mathematics.

Principles of teaching such as:

- (a) Children's thinking.
- (b) Classroom management.
- (c) Instructional techniques (methodology) in such fields as Social Studies, Science, Art, Music, etc.
- (d) Basic material in Educational Psychology.

Practice Teaching

The entire period of training would see extensive time spent in demonstration and practice classrooms in the Elementary Schools of either Yellowknife or Fort Smith, as well as some of the Federal Schools, not too removed from these communities. This part of the programme would be worked out between the "Teacher Education Staff" and the principals and teachers of the elementary schools concerned, and would be supervised by both.⁸

⁸B. C. Gillie, "Proposed Experimental Teacher Education Program for Northwest Territories," (Fort Smith, N.W.T.: Education Division, Department of Indian Affairs and Northern Development, 1967), pp. 1-3. (mimeographed.)

III. SIGNIFICANCE OF THE STUDY

The program in teaching English as a second language that is produced by this research will be used in the teacher-training institution to prepare its graduates for second-language teaching in the schools of northern Canada. Because it is designed to fit the abilities and meet the needs of the Indian, Eskimo and Metis young people who will be enrolled in the course, and because it is developed with a knowledge of and a regard for the conditions in the schools where they will teach, this program should be of value in helping the "intern teachers" lead their Indian and Eskimo pupils to a better understanding of, and a greater fluency in the English language in a shorter period of time.

Few, if any, southern teachers have any training in or knowledge of teaching English as a second language. Certainly, they have had no experience with a second language program which has been designed to meet the specific situation that exists in the northern areas to which they may be assigned. It is not unreasonable to suppose that the program developed in this study might prove worthwhile in the pre-service or in-service training of incoming teachers who work in Indian or Eskimo settlements.

IV. DEFINITION OF TERMS

A number of terms used throughout the study are defined below. Many of them are of necessity, simple statements about very complicated processes.

Language is an arbitrary system of articulated sounds made use of by a group of humans as a means of carrying on the affairs of their society.

Target Language is the language being studied by the learner.

Linguistics is the science that describes and classifies languages. The linguist identifies and describes the units and patterns of the sound system, the words and morphemes, and the phrases and sentences, that is, the structure of a language.⁹

Structure is the way in which a language is made up -- the combining and patterning of its sounds, units of meaning, words, phrases and sentences.

Phonology is that part of linguistics that deals with all matters relating to the sound system of a language.

⁹ Robert Lado, Language Teaching: A Scientific Approach (New York: McGraw Hill, Inc., 1964), p. 18.

Pattern Practice refers to the learning of language structure through the repetition of utterances in which the patterns (of sound, order, form and choice) are either identical or have only small and consistent differences.

Contrastive Analysis is the comparison of any two languages, undertaken to discover and describe problems that the speaker of one language will have in learning the other.

Culture is the way of life of a people, the sum of their learned behavior, patterns, attitudes, and material things.

TESL, TESOL, TENES are commonly used acronyms meaning respectively, Teaching English as a Second Language, Teaching English to Speakers of Other Languages, Teaching English to Non-English Speakers.

V. LIMITATIONS OF THE STUDY

Evaluation is the sine qua non of curriculum and program development. As Hilda Taba says:

Education is a process which seeks to change the behaviour of students. These changes are the objectives of education..... Evaluation is the process of determining what these changes are, and of appraising them against the values represented in objectives, to find out how far the objectives of education are being achieved.¹⁰

¹⁰ Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace and World Inc., 1962), p. 312.

The program proposed in this study seeks to change the behavior of students through their acquisition of new knowledge and skills, their development in new ways of thinking, and their internalization of acceptable attitudes, values and sensitivities. All the objectives of the program have as their focus the preparation of effective teachers of English as a second language.

A final evaluation, therefore, will have to be postponed until the actual classroom performance of the graduates can be measured against the objectives set down in the program.

It is true that certain evaluative devices will be built into the program; it is also true that evaluation by experts in TESL and program development will be possible on the basis of the theoretical framework proposed, the selection and organization of content and learning experiences, and the methodology and techniques proposed; but the fact that a complete evaluation of the program is not immediately possible is a limitation of this study.

VI. ORGANIZATION OF THE STUDY

The present chapter has attempted to establish the purpose of the study, to provide a background for the study, to point out its significance, to define some terms used throughout, and to state some limitations of the study.

The rest of the thesis is organized in the following manner:

Chapter II will provide a theoretical framework for the study, based on related research in psychology, linguistics and second-language teaching.

Chapter III will present a review of selected literature dealing with the practical application of theory to teaching English as a second language.

Chapter IV will investigate and report on TESL programs currently being offered at selected Canadian and American universities.

Chapter V will consist of an examination of acceptable methods, materials, techniques and procedures in TESL, and the adaptation and organization of these components into a teaching program.

Chapter VI will provide a summary of the study, and will suggest implications for teaching and for further research.

CHAPTER II

REVIEW OF THE LITERATURE - A THEORETICAL FRAMEWORK

"Certainly both method and content in second language teaching are important, and an effective course without a theoretical and analytical background is difficult to imagine."¹

I. INTRODUCTION

Teaching English as a second language is a dynamic rather than a static discipline. As would be expected with a process whose cornerstones are such viable elements as the nature of language, the nature of the learner and the aims of instruction, the methodology of TESL is continually evolving. New insights provided by transformational-generative grammar, for example, will undoubtedly make a contribution to a more effective program of second language teaching, when such insights, themselves, have emerged from their present state of flux. Teachers must be reminded that aims, approaches and methods, do and must vary. As Clifford Prator says:

There is no one Method immutable, universal, eternal. Even the audio-lingual approach, with all the backing of the linguists behind it, can and should be modified whenever that is necessary to meet specific needs.²

¹Donald J. Bowen (ed.), Techniques and Procedures in Second Language Teaching (Quezon City, Phillipines: Phoenix Publishing House, 1963), p. 111.

²Clifford H. Prator, Jr., "The 3 M's of TESL: Matter, Methods, Materials" (Los Angeles: Dept. of English, University of California, 1967), p. 12. (mimeographed.)

There is, however, an emerging consensus among leading experts in the second language field that language instruction must be based on the science that deals with the nature of language itself. Linguistics is not a method of language teaching; it is the background information on which language teaching is built. There is also general agreement among creative methodologists that psychology - the science that has most thoroughly investigated the process of human learning - must be a second foundation stone of second language instruction. These two disciplines - linguistics and psychology - together with a consideration of the needs of the individual in his society, determine the methods of TESL which will be most effective. Most knowledgeable writers in the field - Canadian, American, British and European - agree that the method which best incorporates linguistic, psychological and pedagogical principles is that known variously as the Linguistic, the Oral-Aural or the Audio-Lingual method.³

It is proposed to review briefly the main features of two second language teaching methods that have been used extensively in the past, the grammar translation and the direct method; and to investigate, in terms of its psychological and linguistic bases, the audio-lingual method.

³ Although these 3 terms are synonymous, audio-lingual (said to have been first coined by Nelson Brooks at Yale) will be used throughout this study. This will avoid the "horrible homophony" of the term oral-aural, and will eliminate confusion in terms between 'linguistics' and 'the linguistic method.'

II. THE GRAMMAR TRANSLATION METHOD

The centuries-old traditional methods by which the classical languages of Greek and Latin were learned by countless generations of scholars and schoolboys, are the basis of the grammar-translation method of learning modern foreign languages. The student defined the parts of speech; memorized conjugations, declensions and grammar rules (with their exceptions); and translated selections using a bilingual dictionary (or, in the case of the fortunate schoolboy, a "crib"). "At the end of the nineteenth century," writes Lado, "language learning had become grammar recitation and dictionary thumbing."⁴

The fallacy of this method of language teaching lies in the failure to realize that there is little connection between the ability to talk about, and to be able to recite the rules of the grammar of a language and the ability to speak, understand, read and write the language. This fact is made clear by the realization that the average six-year-old child, who has a very high degree of fluency in and understanding of his native language, possesses virtually no formal knowledge of its grammar. The reverse was true of students taught by the translation method. They knew the grammar, but could neither speak nor understand the language.

⁴ Robert Lado, Language Teaching: A Scientific Approach (New York: McGraw-Hill Inc., 1964), p. 4.

One of the psychological principles inherent in language acquisition is that each language has its unique set of habits, and that it is by learning these habits of word order and sentence pattern that we acquire that language. The translation method recalls the language habits of the mother tongue, and makes it impossible to achieve control of the habits of one language by continually using the quite different habits of another language.

The Russian psychologist Belyayev states the case against the translation method very forcefully:

It is impossible to secure the unity of foreign language and thought by employing translation as the chief and basic method of teaching..... There is not, and cannot be, any direct transition from the study of a language to the mastery of it; the second is not, and cannot be, a necessary and direct consequence of the first. Practical mastery of language is always the result only of previous linguistic practice.⁵

Translation from one language to another, as in the case of the passage quoted above, is, of course, a valuable skill in itself, but the translation method of learning a second language has been recognized as indefensible, and is surely, but unfortunately slowly, being abandoned as a teaching technique.

⁵B. V. Belyayev, The Psychology of Teaching Foreign Languages. Translated by R. F. Hingley (Oxford: Pergamon Press Ltd., 1963), p. 220.

III. THE DIRECT METHOD⁶

The direct method is defined in Webster's New International Dictionary as:

a method of teaching a foreign language through conversation, discussion and reading in the language itself without use of the pupil's language, without translation and without the study of formal grammar.

The central idea of the direct method is the association of words and sentences with their meanings through demonstration, dramatization and use of illustration. It stresses the use of the ear and tongue in the early days, weeks and months of language study, and in this respect, has much in common with the audio-lingual method. Advocates of the direct method, however, generally failed to take into account that the psychology of learning a second language is not identical to that of learning one's native language.

Scherer and Wertheimer present an excellent summary of the differences between the direct and the audio-lingual methods of language teaching:

⁶The term "direct method" as it is used here, refers to the approach to second language teaching introduced by Palmer, Jesperson, and other European writers early in the twentieth century. Their advocacy of language learning by direct contact with the foreign language was a reaction against the grammar-translation method with its emphasis on the memorization of declensions, conjugations and grammatical rules.

However it [the direct method] differs from the audio-lingual method in several important respects. The direct method employs reading from the very beginning, whereas the audio-lingual method does not; the direct method aims at immediate practical results, whereas the audio-lingual method stresses quality before quantity; the direct method bans the native language entirely, whereas the audio-lingual method employs the native language whenever it is expedient to do so; the direct method excludes grammar, [i.e. structure] whereas the audio-lingual method emphasizes it. Hence, it can hardly be said that the audio-lingual method is merely an extension of the direct method.⁷

It would seem fair to say, however, that the direct method could be considered as an important step in the evolution of the audio-lingual approach to second language teaching. Indeed, the principles and practices of this method as expounded by Dr. Harold E. Palmer⁸, have contributed much of value to the development of present day methodology. William Moulton has this to say of Palmer's classic in second language teaching: "Indeed much of the current 'revolution' in language teaching in the United States could be described as a return to the principles which Palmer laid down half a century ago."⁹

⁷ George A. Scherer and Michael Wertheimer, A Psycholinguistic Experiment in Foreign Language Teaching (New York: McGraw-Hill Co., 1964), pp. 4-5.

⁸ Harold E. Palmer, The Principles of Language Study (London: George Harrap and Co., 1926).

⁹ William Moulton, A Linguistic Guide to Language Learning (New York: Modern Language Association, 1966), p. 136.

IV. THE AUDIO-LINGUAL METHOD

Objectives and Characteristics

In 1960 the National Education Association of the United States outlined the objectives of modern foreign language teaching as follows:

The student should understand the foreign language as it is spoken by native speakers. He should speak the language in everyday situations with reasonable fluency and correctness, and with pronunciation acceptable to the native speaker of the language. He should read the foreign language easily, and without conscious translation. He should be able to communicate in writing anything he can say. Mastery of the skills must be accompanied by familiarity with the culture which the language represents.¹⁰

Since 1960, and even prior to that time, there has been broad professional agreement not only on these stated aims, but also on the methods, materials and techniques used to accomplish them. This program of "language learning for communication," which seeks to develop proficiency in the skills of listening, speaking, reading, and writing in that order, is commonly referred to as the audio-lingual method.

The four essential characteristics of this method, as they have been designated by John Carroll¹¹ and other writers, will be discussed in the following paragraphs.

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National Education Association, Modern Foreign Languages and the Academically Talented Students (Champaign: N.E.A., 1960), pp. 17-18.

11

John B. Carroll, "Research on Teaching Foreign Languages," Handbook of Research in Teaching, ed. N. Gage (Chicago: Rand McNally and Co., 1963), pp. 8-10.

1. Items must be presented and learned in the spoken form before they are presented in the written form.

It is from this first principle that the method has derived the name audio-lingual, and it is this principle that dictates the development of accurate pronunciation with native phonology, intonation and structure, before work is begun on written material. To ensure mastery of the sound system it is essential that the learners are provided with an adequate model (either the teacher or a native informant) to imitate. The stage of competence in the spoken language at which reading and writing are introduced is dependent on the age of the learner, his language skills, the language being learned, and other factors.

2. Careful scientific analysis must be made between the learner's language and the target language.

This statement seems to suggest two simple assumptions with which no teacher of a second language would disagree:

- (1) That it is essential for a teacher of English to have a very considerable knowledge of the phonology, grammar and vocabulary of the language he is teaching, and
- (2) That it would be to his benefit to be well-informed about the first language of his pupils.

"Making these assumptions explicit," says Donald Bowen, "was a contribution of descriptive linguistics, which has developed contrastive analysis as a technique whereby two languages can be systematically compared on all levels of their structures."¹²

It would be a grave mistake to conclude that effective teaching of English as a second language cannot proceed without a detailed knowledge of contrastive analysis. Likewise, it would be unwise to suppose that this is a scholarly discipline remote from the classroom, and that it is the prerogative of only a highly trained descriptive linguist. Any teacher, in charge of a classroom that contains non-native English speakers, is in an advantageous position to observe languages in contact and to gather a great deal of useful information about the subject. Contrastive analysis is merely a special technique for organizing and systematizing this data.

"I would summarize all the advantages of contrastive analysis," writes Bowen, "by saying that it can increase the rate of gaining useful experience. That is to say, a person with relevant contrastive information, other things being equal, can become a good language teacher in a shorter time than a person without such information."¹³

12

Donald J. Bowen, "Contrastive Analysis and the Language Classroom," On Teaching English to Speakers of Other Languages, ed. B. W. Robinett (Washington: T.E.S.O.L., 1966), p. 80.

13

Ibid , p. 81.

3. There is a need for overlearning of language patterns by a special type of drill known as pattern practice.

Basic to this principle is a belief about the nature of language.

"Language is learned, systematic, vocal behaviour, a culturally acquired, universal and exclusive mark of man," says Nelson Brooks, and he goes on to insist that: "The single paramount fact about language learning is that it concerns, not problem solving, but the formation of habits."¹⁴

Pattern practice based on this theoretical framework, presents to the pupil a typical structure in the target language, drills the pupil in correct pronunciation and intonation, and then uses this "frame" as a model for other structures. Minimal differences are introduced into each succeeding pattern through such techniques as substitution, expansion, deletion and transformation, and the practice is continued until the performance of the pupil becomes automatic. In pattern practice of grammatical structures, simple generalizations about the principle involved become possible for the pupil.

¹⁴ Nelson Brooks, Language and Language Learning: Theory and Practice (New York: Harcourt, Brace & World, 1960), p. 18.

4. The pupil must learn to make responses in situations which simulate real life communication situations as closely as possible.

"Unless we understand the cultural situation in which an utterance is made," writes Politzer, "we may miss its full implication or meaning."¹⁵

This principle underlies the practice of teaching a second language by means of the dialogue. This technique is not unlike that of pattern practice in that it aims for automatic response in the dialogue situation. It strives, however, for the ultimate objective of free use of the target language in meaningful conversation.

Directed dialogue is used in introducing reading and writing and is so structured that the pupil is never expected initially, to read or write anything that he has not heard and repeated. Because of this technique, a pupil, when he has the required background of knowledge to commence reading, will be able to read directly in the target language from the beginning.

Vocabulary is introduced and learned in context through the use of substitution in the dialogues, for words to be mastered in any meaningful way must be appropriated by a speaker in a contextual environment. As Edward Sapir said more than 45 years ago:

¹⁵ R. I. Politzer, Teaching French: An Introduction to Applied Linguistics (Boston: Ginn & Co., 1961), p. 130.

"The linguistic student should never make the mistake of identifying a language with its dictionary."¹⁶

V. PSYCHOLOGICAL ASPECTS

"Language is, without doubt, the most momentous and at the same time, the most mysterious product of the human mind."¹⁷

Many psychologists have studied the acquisition of language, both first and second, and have applied their various theories to the "how" and "why" of language learning and behaviour. Thorndike's Law of Effect; Hull's Drive Reduction Theory; Gestalt Psychology; Osgood's Mediation Theory; Miller and Dollard's Theory of Social Learning and Imitation; Lewin's Field Theory; Skinner's Operant Conditioning have each contributed to an understanding of the psychology of second language acquisition by the audio-lingual method. In reviewing these theories as a basis for teaching a second language, Wilga Rivers concludes:

¹⁶ Edward Sapir, Language (New York: Harcourt, Brace and Co., 1921), p. 234.

¹⁷ S. K. Langer, Philosophy in a New Key (New York: New American Library, 1953), p. 83.

In view of the facts presented, it seems difficult to maintain belief in one level of language behavior on a mechanical basis. Yet, if the idea of two levels is accepted, provision must be made in teaching of a foreign language for training at both levels.¹⁸

One major assumption (together with its corollaries) made by Rivers about second language learning is the following:

1. Foreign language learning is basically a mechanical process of habit formation.
 - (a) Habits are strengthened by reinforcement.
 - (b) Habits are formed most effectively by giving the right response, not by making mistakes.
 - (c) Language is behavior, and behavior can be learned only by inducing the student to behave.¹⁹

This assumption provides the rationale for pattern practice, which is language learning on the manipulative level. Skinner's theory of Operant Conditioning, a stimulus response situation in which the response is correlated with reinforcement, is the basis of this type of learning. Skinner, who maintains that there is no fundamental difference between verbal and non-verbal behavior, says:

Verbal learning consists of stimulus response associations which depend upon another organism for their reinforcement. The reinforcement may, as well, come through a sort of subvocal conversation, the individual thus reinforcing his own verbal behavior.²⁰

¹⁸ Wilga M. Rivers, The Psychologist and the Foreign Language Teacher (Chicago: The University of Chicago Press, 1964), p. 46.

¹⁹ Ibid., p. 19, 20.

²⁰ B. F. Skinner, Verbal Behaviour (New York: Appleton & Co., 1957), p. 6.

Thus, Skinner explains the psychological basis of pattern practice. It is the repetition of structural patterns, with the appropriate reinforcement both internal and external for the correct response, that enables a second language student to establish these patterns as habitual behavior.

The use of model-cue-response automatic learning by the audio-lingual method, has a psychological foundation in the theories of Miller and Dollard.²¹ Their ideas of copying behavior and of matched dependent behavior are based on Hull's Drive Reduction theory. The learner must be driven to make the response, and is rewarded for having responded in the presence of the cue. Copying or modelling cues of sameness are rewarded by a reduction of the anxiety drive; while copying cues of difference are marked by an increase in the strength of the same drive. The essence of matched dependent behavior is that responses are connected to a cue from the leader - in this case, the teacher. The teacher is able to discriminate the cue, and the student is rewarded by the teacher's approval and his own self-satisfaction for following the cue.

²¹N. E. Miller and J. Dollard, Social Learning and Imitation (New Haven: Yale University Press, 1941).

This type of exercise, like that of pattern practice, is appropriate to the early stages of second language learning, but it is too restrictive in later work, when the student should be led to make original responses, as his mastery of the language increases.

Because language communication is an extremely complex activity which involves a relationship between individuals, and not merely the memorization and repetition of processes, or the practicing of structures, a great number of other psychological factors are involved. The motivation of the learner, his perception of goals, the place of intrinsic rewards, the emotional effects of fatigue caused by repetition, the place of analogy and analysis in second language learning - these, and many other assumptions of the audio-lingual method have been checked, and rendered more accurate, by a confrontation with the appropriate psychological literature.

In contrast to the mechanical level of pattern drill and automatic memorization, there is a level of language learning that involves the understanding of what is being learned, the place of the language learner in the process, the effects of mediational and emotional factors, and the role of generalization in the acquisition of a language. Vygotski confirms the existence of these other dimensions when he writes:

In accordance with the dominant trend, psychology has until recently depicted the intentional conveying of experience and thought to others in an oversimplified way. It was assumed that the means of communication was the sign (the word or sound); that through simultaneous occurrence, a sound could become associated with the content of any experience, and then serve to convey the same content to other human beings.

Closer study of the development of understanding and communication in childhood, however, has led to the conclusion that real communication requires meaning - i.e. generalization - as much as signs.²²

Noam Chomsky, the eminent American linguist, in his widely circulated "Review of Skinner's Verbal Behaviour," objects to Skinner's failure to consider the neurological make-up of the speaker, and what the speaker contributes to learning and performance. "The fact that all normal children acquire essentially comparable grammars of great complexity with remarkable rapidity," suggests to Chomsky, "that human beings are somehow specially designed to do this, with data-handling or hypothesis-formulating ability of unknown character and complexity."²³

²² L. S. Vygotsky, Thought and Language, Translated by E. Hanfmann and G. Vakar (Cambridge, Mass.: M.I.T. Press, 1962), p. 6.

²³ Noam Chomsky, "Review of Skinner's Verbal Behaviour," The Psychology of Language, Thought and Instruction, ed. J. P. De Cecco (New York: Holt, Rinehart and Winston Inc., 1967), p. 339

"It is a common observation," says Chomsky, by way of illustrating the foregoing theory, "that a young child of immigrant parents may learn a second language in the streets, from other children, with amazing rapidity, and that his speech may be completely fluent and correct the last allophone, while the subtleties that become second nature to the child may elude his parents despite high motivation and continued practice. It is also perfectly obvious that, at a later stage, a child will be able to understand utterances which are quite new, and are, at the same time, acceptable sentences in his language.....

These abilities indicate that there must be fundamental processes at work quite independently of 'feedback' from the environment."²⁴

When Chomsky²⁵ considers the linguistic abilities of speakers of a language, he draws a distinction between a speaker's performance of his language and his competence in it. When he uses the term "competence," which he sometimes calls "intuition" he means a number of things, among them that a native speaker of a language has the ability to form unique sentences, knows how to distinguish between well-formed and ill-formed sentences, and is

²⁴ Ibid., p. 335.

²⁵ Noam Chomsky, "Current Issues in Linguistic Theory," The Structure of Language, ed. J. A. Fodor and J. Katz (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1964) and Noam Chomsky, Aspects of the Theory of Syntax (Cambridge, Mass.: The M.I.T. Press, 1965.)

aware that certain sentences are ambiguous. Performance is the speaker's imperfect representation of his competence, and it is the performance of the speaker that is directly observable. It is Chomsky's view that some insights into the nature of the human "information-processing system" are possible by determining how the grammar of a language is mastered (the competence model) from exposure to limited "performance model" parts of input data. It is his hope that a study of linguistic structure may ultimately lead to an understanding of the manner in which complex factors interact in the acquisition of language.

Piaget²⁶, who considers the stimulus response framework incapable of explaining cognitive learning, and who believes that a stimulus is significant only if it can be assimilated by a cognitive structure, which in his view produces the response; Lennenberg, who postulates "a biological matrix for the development of speech and language;"²⁷ Belyayev who stresses the need for training pupils to make their speech in a second language "not simply reproductive, but productive and creative;"²⁸ and many other

²⁶ Jean Piaget, "Development and Learning," Piaget Rediscovered, eds. R. E. Ripple and V. N. Rockcastle (Ithaca, N. Y.: School of Education, Cornell University, 1964), p. 15.

²⁷ Eric H. Lennenberg, "The Capacity for Language Acquisition," The Structure of Language, eds. J. A. Fodor and J. Katz (Englewood Cliffs: Prentice Hall Inc., 1964), p. 580.

²⁸ Belyayev, op. cit., p. 222.

psychologists, physiologists and linguists have done research in, and advanced theories on, how second-level language learning takes place. In spite of the many valuable contributions to the understanding of this process, and of the factors involved therein, which have been made by investigators, many questions still remain unanswered. Edward Crothers, writing in 1967, concludes:

No existing psychological or linguistic theory can account for any substantial portion of the systematic details of language learning. No doubt, psychologists who have written in stimulus-response frameworks have usually overestimated the power of their theory and underestimated the complexities of language learning..... On the other hand, we do consider it important to indicate in a general way our estimate of the hopes and prospects of the stimulus-response theory for playing a significant role in some future theory of language learning.²⁹

VI. SUMMARY

Research in psychology and in linguistics have supplied a body of data and information which suggests conclusively that the audio-lingual method of teaching a second language is superior to either the direct method as defined in this study or the grammar-translation method. Psychological and linguistic investigation into the mechanical process of habit formation, which is basic to second language learning, dictates the use of pattern practice drills and basic dialogues, in which patterns and

²⁹ Edward Crothers and Patric Suppes, Experiments in Second Language Learning (New York: Academic Press, 1967), pp. 4, 5.

vocabulary are combined in a realistic, meaningful context. These, and other principles and practices of the audio-lingual method have been examined by a confrontation with psychological and linguistic theories.

Some findings of research concerning the non-mechanical aspects of second language learning - the relationships between thought and language - have been briefly examined. In this realm, no firm conclusions are possible, for as yet, no psychological or linguistic theory purporting to explain these complex processes, has received general acceptance. However, empirical evidence suggests that second language learners at the elementary school level are able to form generalizations about the language they are learning as well as mastering the simple memorized patterns.

CHAPTER III

REVIEW OF THE LITERATURE - PRACTICAL APPLICATIONS

Results of research in linguistics and psychology need to be presented in such a way as to be understandable and useable in teacher training programs. We must close the gap between theory and practice, by having teacher-trainees able to apply the findings of research to teaching.¹

I. INTRODUCTION

The foregoing recommendation by E. M. Anthony, Chairman of the Teacher Preparation Committee of the TENES survey, serves as the rationale for the examination of a number of programs on teaching English as a second language -- programs which are based on psychological and linguistic research and which have been successfully applied to practical teaching situations. The purpose of such an investigation is to determine which principles, techniques, methods and practices have proven themselves superior by actual field testing, and which can best be adapted to serve the needs of the teacher-trainees in the Northwest Territories.

The following criteria have been used in selecting the courses that are to be examined:

1. Is the author a recognized authority in TESL?
2. Is the course of recent origin, thus permitting the latest research to be incorporated?

¹H. B. Allen (ed.) TENES: A Survey of the Teaching of English to Non-English Speakers in the U.S.A. (Champaign: National Council of Teachers of English, 1966), pp. 104-105.

3. Has the course demonstrated its practicability through application to the classroom situation?

4. Does the course have relevance to the situation under consideration?

II. TEACHING AND LEARNING ENGLISH AS A SECOND LANGUAGE²

Charles Carpenter Fries is not only a pioneer, but also one of the giants in the field of TESL. His book, one of the classics in this area, was first published in 1945, and the soundness and practicability of its ideas are attested to by the fact that more than two decades later, courses are still being based on its principles. The public schools in Florida, faced with the influx of thousands of Spanish-speaking children, whose parents have fled the Castro regime in Cuba, are currently meeting this crisis by using the series produced by Fries and his colleagues. Kenneth Croft, in an address to the National Association for Student Foreign Affairs in New York in 1964 said:

The English Language Institute of the University of Michigan under the guidance of two leaders in the field, Dr. C. C. Fries and Dr. K. Pike, developed a program for both teachers and students in 1945. This intensive course has now gone through more than 20 years of revision and still contains 4 major divisions:³ pronunciation, structure, pattern practice and vocabulary.

²C. C. Fries, Teaching and Learning English as a Second Language (second edition; New York: D. C. Heath & Co., 1955).

³Kenneth Croft, "Some Influences of Linguistics on TESL," The 1964 Conference Papers of the Teachers of English as a Second Language (New York: NASFA, 1965), p. 3.

Because the basic fundamentals of this course remain unchanged and because it is relevant to the present day problems of second language teaching, it is worthy of investigation.

Although it is impossible to separate the four basic elements of Fries' course - in fact, it is the avowed aim of the program to stress their interdependence in the mastery of English - they will be dealt with here, in isolation.

A. Sounds

A summary of what should be taught follows:

a) Sound Segments

1. All the distinctive sounds of English for mimicry and imitation, presented in minimum pairs of words and nonsense syllables in order to develop recognition and accurate discrimination in hearing.
2. An accurate description of the "vocal organs" with charts and diagrams for reference as a basis for the articulatory analysis of English.
3. A descriptive analysis of the chief features of articulation in producing each of the distinctive sounds of English (vowels, consonants and clusters) and practice in producing these sounds in isolated words, and in many useful phrases and sentences.

b) Covering Patterns

1. The stress of words and of phrases.
2. The basic patterns of English intonation.
3. General basic sentence rhythm.

Fries sums up his principles of teaching phonology thusly:

It is expected that points of pronunciation taught in pronunciation lessons will be insisted on through all the oral work of the student in grammar and word study. Knowledge and analysis in matters of pronunciation are not sought for themselves but solely as a basis upon which to build a satisfactory new set of speech habits.⁴

B. Pattern Practice

Fries' concept of second language teaching has its foundations in his approach to the grammar of English as expressed in his book The Structure of English.⁵ He maintains that the "meaning" of English sentences is revealed by such signalling devices as word order, function words, word-form changes, and intonation patterns. English, like any other unique and systematic language, employs certain basic patterns of form and arrangement in fashioning utterances. These patterns, according to Fries, are the grammar of English, and they must be learned if the language is to be used. A learner of English must continually practice one pattern at a time until he reaches the point where he can recognize the pattern as soon as it occurs in the stream of speech, and where he can produce it automatically on the appropriate occasion.

⁴Fries, op. cit., p. 122.

⁵C. C. Fries, The Structure of English (New York: Harcourt, Brace and Co., 1952).

"Constant practice," says Fries, "is the price that must be paid in order to achieve the ability to use a foreign language."⁶

Repetition alone, however, will not develop the kind of habits necessary to speak and understand a language. Practice must proceed through these three important steps:

1. Accurate imitation of the teacher (the mim-mem procedure). Even here, some diversity of vocabulary must be inserted into the frame to make the pattern, not the sentence, the memorized habit.
2. Practice by the pupil in choosing the proper item of a contrastive pair in accordance with significant structural or lexical cues.
3. The automatic unconscious use of the appropriate item or structure when the attention is centered on the meaning of the whole utterance, not on the necessity of making a selection.⁷

These three steps constitute the technique of pattern practice, and it is when the third level is reached that a real mastery of the language has been achieved. In the choice of patterns to be mastered, Fries suggests that the range of their usefulness and their regularity of form, constitute the two most important criteria to be considered. It will be readily understood that pattern practice is employed in learning the phonology, structure and vocabulary of English as a second language.

⁶C. C. Fries and Agnes C. Fries, Foundations for English Teaching (Tokyo: Kenkyusha Ltd., 1961), p. 360.

⁷Ibid., p. 361.

C. Grammar

The following content is stressed in the teaching of grammar in the early stages of second language teaching. The basic word order structure of statements, questions and requests; singular and plural forms of nouns; the present, the preterit and the "going to" future tenses; function words; polite forms; clauses with their necessary function words; chief function words with verbs; word order of modifiers.

"All through the course, however," writes Fries, "by means of the supporting 'pattern practice' and 'substitute frames', the effort is made to make the basic structure of English matters of habit rather than of conscious choice."⁸

D. Vocabulary

Fries recommends that vocabulary items which are most useful in the particular learning situation of the student be the ones included. They must be related as nearly as possible to the physical and social environment of the learner and should include enough terms so that satisfactory conversation is possible. Some of the areas suggested by Fries include: formulas of courtesy and matters of social behavior including the practices used in respect to personal names, titles, addresses; food, clothing, parts of the

⁸C. C. Fries, Teaching and Learning English as a Second Language (second edition; New York: D. C. Heath & Co., 1955), p. 135.

body, the English Classroom, the family, time, including hours, days, weeks and months.

In Volume I of Fries' Intensive Course in English for Latin Americans, the following is his breakdown of the number and type of vocabulary items used:

1. The preparation of word lists under area headings such as classroom, English house, city, stores, food, clothes.
 2. Selected vocabulary items with defining sentences.
- | | |
|----------------------------------|-----------------|
| Vocabulary Items | 128 |
| Words for "things" (nouns) | 61 |
| Words for "actions" (verbs) | 52 ⁹ |
| Words for qualities (adjectives) | 12 |

III. ENGLISH AS A SECOND LANGUAGE: FROM THEORY TO PRACTICE¹⁰

I have confined myself to what I call minimum essentials, written in language that lay people would understand. This was done because increased interest in the English language throughout the world often makes it necessary for teachers, or even lay people without a special background in linguistics or in other sciences, to start teaching with little or no preparation or orientation.¹¹

The foregoing quotation from Dr. M. Finocchiaro, American Specialist in Languages and Linguistics for the U.S. Department of

⁹ Ibid., p. 140.

¹⁰ M. Finocchiaro, English as a Second Language: from Theory to Practice (New York: Regents Publishing Co. Inc., 1964).

¹¹ Ibid.

State; Consultant on English teaching for the education departments of Puerto Rico, Poland and Spain; Director of programs for teachers of Puerto Rican children at Hunter College, New York, indicates why her theories and practices of teaching English as a second language have particular relevance to a program designed for Indian and Eskimo young people in Canada's North.

A. Principles

- The four principles of language teaching advanced by Dr. Finocchiaro are summarized in the following statements:
1. The learner must be taught to hear, understand and produce the sounds, as well as the stress, rhythm, juncture and intonation patterns of the target language.
 2. The learner must be taught, systematically, and in logical order to understand the structure of the target language by means of imitation, repetition and practice, so that he eventually reaches the goal of free communication in that language.
 3. The learner must be led to understand the culture, gestures and spoken expressions which give added meaning to words or sentences in the target language.
 4. The learner must be taught both the content and function words of the target language in meaningful context.

B. Stages

The stages of language growth through which a teacher must lead a pupil - be it in teaching phonology, structure or vocabulary - are suggested to Finocchiaro by the findings of psycholinguistics. It will be noted that these stages, which are summarized in the following paragraph, suggest a logical procedure for teaching all phases of the second language program.

1. The pupil must understand the material by explanation, dramatization, the use of props or through the use of his native language.
2. The pupil must repeat the material.
3. The pupil must practice the material - in as great a variety of ways as possible.
4. The pupil must be led eventually to choose the correct sound, form or word.
5. The pupil must be encouraged and motivated to use the material in a communications situation.

C. Sounds

In presenting the sound system of the target language, the teacher's task is to ensure that the pupil is able to hear, identify and produce all the sounds of that language. A description of how sounds are articulated, a diagram of the sound producing mechanisms to illustrate the production of individual sounds and/or a comparison

of the English sound with a sound in the pupil's own language, are all suggested approaches for achieving these aims. The use of minimal pairs, followed closely by the use of minimal sentences to introduce the prosodic patterns of the target language are techniques, which, with repetition and practice, will result in the mastery of the phonology.

D. Structure

Finocchiaro suggests in sufficient detail to make a very good outline, the order of priority in which English structure should be presented. Briefly, she recommends teaching word order, function words, verbs and verb phrases, responses and miscellaneous items such as courtesy formulas and days of the week.

The structural item should first be introduced and explained by the teacher; then repeated -- both in chorus, and individually -- many times by the class. In the preparation of pattern practices -- substitution, replacement, expansion, question and answer, and transformation drills -- the teacher should make very clear what is expected of the pupils. The "cues" used by the teacher to evoke pupil response may be either, words, objects or pictures. By careful gradation and sequencing of structural items; by the immediate and matter-of-fact correction of errors; and by continued repetition in which a meaningful association is established between sounds, concepts and the cultural situation, the pupils will be guided to the place where free response in the target language is possible.

E. Vocabulary

The following suggestions for teaching vocabulary are summarized from Finocchiaro's practical experience of methods that have been proven valuable in second language classrooms in many parts of the world:

1. Vocabulary should be taught in normal speech utterances.
2. It should always be introduced in known structure.
3. Vocabulary items should be centered about one topic (school, food, clothing).
4. Making clear the meaning of vocabulary items -- by illustration, dramatization, native language equivalents, or any other appropriate technique -- is essential.
5. Vocabulary items must be practiced -- in substitution drills, in question and answer drills, etc. -- and the same vocabulary items must be re-introduced many times with different structures and in different situations.

F. Miscellaneous

"Listening and speaking should always precede reading," writes Finocchiaro. "It is only after pupils can say material with reasonable fluency that they should be permitted to see it."¹²

The approaches, methods and techniques for the teaching of reading and writing in English to speakers of other language outlined in this book are based on proven psychological and linguistic theories,

¹² Ibid., p. 70.

and have been tested in many practical situations. Much of value to the teacher of English as a second language is contained in the Chapters: The Materials of Instruction, The Techniques of Teaching, and The Place of Evaluation. Although these topics are not within the scope of this review of methodology, their value to a practicing teacher is unquestionable. English as a Second Language: from Theory to Practice will be used as the textbook for the teacher-training course in the Northwest Territories.

IV TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE¹³

F. G. French, C.B.E., has had long and varied experience both in teaching English as a second language and in teaching second language teachers in such "outposts of empire" as Burma, India, The Gold Coast and Malta. He is the author of a three-volume series of second language textbooks, The Teaching of English Abroad¹⁴, that is widely used in many African and Asian countries. French's latest publication, Teaching English as an International Language, is a book in which "the author's main purpose has been to present those lines of practical work in the classroom, which many thousands of teachers, in many different lands, have found to be successful." "This book,"

¹³ F. G. French, Teaching English as an International Language (London: Oxford University Press, 1963).

¹⁴ F. G. French, The Teaching of English Abroad (Three Volumes, London: Oxford University Press, Part I: Aims and Methods, 1948; Part II. The Junior Course, 1949; Part III: The Three Senior Years, 1950).

he continues, "is not addressed to those whose mother tongue is English, but is offered to those who have themselves learnt English as a foreign language."¹⁵

For these reasons, an examination of the theory and practices presented by French, should prove of value in light of the parallel situation being investigated.

A. Sounds

Because French is British, his work is far less linguistically oriented than that of American writers on second language teaching. He feels that the first aim in teaching English is to enable the pupils to speak the language, and in order to do this, they must first learn to hear it. A language is learned by imitation, and French believes that when a learner first hears a word he hears it twice -- once, when the teacher says the word; and immediately afterward when he hears it inside his own head with his Inner Voice. This concept of the Inner Voice is very important in learning English; not only in speaking, but also in reading and writing, for, French maintains, everyone first says to himself, the words, phrases or sentences that he later speaks, writes or reads.

Difficulties in English for non-native speakers arise chiefly from two sources: (a) the sounds of English are not the same sounds

¹⁵French, 1963, Foreword.

used in the pupil's native language and (b) the stress and intonation patterns in the native language are different from what they are in English. French suggests, somewhat off-handedly, that a teacher might be helped by learning a system of phonetic spelling like the International Phonetic Alphabet. Nowhere, however, does he propose to teach the individual sounds of English. The sound system is to be learned by imitation, repetition and practice.

In the matter of teaching intonation, French insists on the same procedures: "It is not possible," he writes, "to learn intonation from a book. As we have said above, it can only be learnt by listening to a good English speaker and this includes one speaking on the radio or on records."¹⁶

What might be called the British aim of training in phonology as expressed by French, "to enable the learner to speak confidently and with a pronunciation which if not purely English is good enough to enable him to be understood without difficulty by his fellow countrymen and by foreigners,"¹⁷ has aroused a storm of criticism among American linguists. Clifford Prator of the University of California, in a widely circulated paper, has roundly condemned the British practice of accepting "African English," "Indian English," "Malaysian English," etc. as the final product of a second language

¹⁶ Ibid., p. 50.

¹⁷ Ibid., p. 6.

program. He concludes his well-documented argument in favour of the insistence on "an authentic mother-tongue model of English" with these words:

The total British effort on behalf of teaching English as a second language is too intelligently planned, too well executed, too crucial to the successful development of the emerging countries to allow for an indefinite prolongation of this flirtation with a pernicious heresy.¹⁸

B. Structure and Vocabulary

The basic principles of English structure are, in order of importance, word order, function words and inflexions. All English sentences can be grouped into six basic patterns and the mastery of English consists in learning these patterns by hearing them, imitating them, and practicing them. As French says:

Correct sentence structure is not a matter of analytical knowledge, but of simple habit. The learner is, or is not, habituated to use the correct form. Habit comes from practice and repetition, and only from these. There is no other way.¹⁹

The substitution table, a device for achieving these aims, is employed in teaching new constructions, new vocabulary, modifications of constructions already learned, correct usage and the correct employment of English tenses.

A very simple substitution table is presented below:

¹⁸ Clifford H. Prator, The British Heresy in TESL (University of California, 1965, mimeographed).

¹⁹ French, op. cit., p. 20.

1	2	3	4
This			pen
That	is	a	book
It	is not	the	chair pencil

This chart can be used in teaching speech patterns, identification of objects or pictures, vocabulary items and, as can be seen, it illustrates 48 different sentence patterns.

C. Miscellaneous

Because French uses the substitution table as the basis of not only oral, but also written work in TESL, he presents a number of very good suggestions for use of the blackboard -- a sometimes neglected teaching aid. He also discusses the use of pictures, flashcards, workbooks (valuable, if properly used), the radio and the record player. His comments on teaching reading and writing represent the point of view of the British practitioner, but are, in most instances, surprisingly similar to those expressed by American writers, and offer valuable insights into these questions. Throughout his discussions, there is an emphasis on making the learning of English an enjoyable and stimulating experience for the pupils.

When we have finished our work, our success will be measured by the degree to which our pupils will be using with ease and confidence, the vocabulary and the constructions we have taught them; and by that we mean that their control of this vocabulary and these constructions shall be automatic, and a matter of habit.²⁰

V. LANGUAGE TEACHING: A SCIENTIFIC APPROACH²¹

Robert Lado, Dean of the Institute of Language and Linguistics at Georgetown University, has had a long and distinguished career both as a linguist and as an investigator into the problems of teaching English as a second language. He is the author of numerous books and articles in this field, particularly in the areas of testing and contrastive analysis.

Upon the publication of A Scientific Approach, the Bureau of Indian Affairs made a study of the methods used in their schools across the United States, and compared these with the principles of second language teaching advocated by Lado. This very interesting document summarizes its finding as follows:

Judging from the foregoing graphs, [a numerical scale for showing the relationship between Lado's principles and the B.I.A. program was used in the comparison] there is no area wherein there is not some measurable degree of correlation between Lado's principles of language teaching and the program of the Bureau of Indian Affairs.²²

²⁰ Ibid., Foreword.

²¹ Robert Lado, Language Teaching: A Scientific Approach (New York: McGraw-Hill Inc., 1964).

²² United States Bureau of Indian Affairs, "A Scientific Approach to Second Language Teaching and the Approach Outlined for Use in the B.I.A. Schools - A Comparison of Two Methods," (Brigham City, Utah, March, 1964), p. 13. (mimeographed.)

This report goes on to suggest, however, that in at least six of the areas compared, the Bureau's program could be greatly strengthened by the implementation of Lado's recommendations. This would suggest that a consideration of the principles of second language teaching as propounded by Lado -- based as they are on sound psychological and linguistic theories -- is of particular importance when the program to which they may prove applicable is being designed largely for the instruction of Indian children. In other words, the investigation of principles which have already been shown to be of value in strengthening the teaching program of the Bureau of Indian Affairs should prove to be a worthwhile exercise from which advantages should accrue to the indigenous population of the Northwest Territories.

It is not proposed to consider the well-documented scientific basis of this new approach, nor to deal with the material presented on such important topics as culture, phonology, teaching of reading and writing, language testing and technological aids, although these topics comprise a large part of this excellent book. It is the intention, rather, to list Lado's principles, together with brief comments on some of them.

Principles of Language Teaching²³

1. Speech before writing. This basic principle of the audio-lingual approach would suggest the teaching of listening, speaking, reading and writing in that order.

²³Lado, op. cit., pp. 50-56.

2. Basic sentences. "Have the students memorize basic conversational sentences as accurately as possible."
3. Patterns as habits. Have the pupils practice the patterns until they are habit. Get the pupils to use the language.
4. Sound system for use. "Teach the sound system structurally for use, by demonstration, imitation, props, contrast and practice."
5. Vocabulary control. "Keep the vocabulary load to a minimum while the pupils are mastering the sound system and the grammatical patterns."
6. Teaching the problems. "Problems are those units and patterns that show structural differences between the first language and the second." A knowledge of the techniques of contrastive analysis is implied by this principle.
7. Writing as a representation of speech.
8. Graded Patterns. Patterns should be taught gradually in order of difficulty and complexity. Patterns should begin with the sentence, while parts of speech, function words, modification, etc. should be taught in connection with sentence patterns, not in isolation.
9. Language practice versus translation. "Translation is not a substitute for language practice."²⁴
10. Authentic language standards. "Teach the language as it is, not as it ought to be."

²⁴cf. ante, pp. 18, 19.

11. Practice. This is the basis of successful second language learning, and the majority of the pupils' time should be spent in practicing his new found skills.

12. Shaping of responses. If a pupil does not have a certain element in his own language he is unable to either hear it or to produce it. To overcome this difficulty Lado suggests two treatments: (1) Partial practice: break up the response into smaller parts, practice these, then attempt the full response, (2) Props: give articulatory or other hints to help the pupil approximate the response.

13. Speed and style. "Linguistically, a distorted rendition is not justified as the end product of practice."²⁵

14. Immediate reinforcement. This principle is based on the psychological experiments of men like Thorndike and Skinner, who proved that learning is more successful when followed immediately by reinforcement.

15. Attitude toward target culture. The teacher of the second language must have understanding of, and an empathy with, the people who speak the native language in order to achieve positive results in the program. This principle has been proven by the experience of many teachers, and has also been confirmed through the experimental research of Lambert and his associates at McGill University.²⁶

²⁵c.f., Prator, pp. 48, 49.

²⁶Wallace Lambert et al., Attitudinal and Cognitive Aspects of Intensive Study of a Second Language (Montreal: McGill University, 1961). (mimeographed.)

16. Content. The meaning of words must be taught within the framework of the culture of the community as language is inextricably linked to culture.

17. Learning as the crucial outcome. "Teach primarily to produce learning rather than to please or entertain." When a technique or a procedure has proved itself effective in aiding the learning process, then, and only then, should consideration be given as to how such technique can be made more interesting and enjoyable.

These principles, as has already been stated, have proven themselves capable of practical application to a program designed to teach Indian pupils English as a second language. They will be used as guidelines in the design of the teacher-training program for Indian and Eskimo speakers.

VI. TECHNIQUES AND PROCEDURES IN SECOND LANGUAGE TEACHING²⁷

Techniques and Procedures is a product of the Philippine Center for Language Study, a project assisted by the Rockefeller Foundation, administered by the University of California at Los Angeles, and dedicated to serving the interests of language research, study, and teaching in the Republic of the Philippines. The book was written by F. R. Dacanay, an experienced teacher and teacher-educator, who herself learned English as a second language.

²⁷ F. R. Dacanay, Techniques and Procedures in Second Language Teaching (Quezon City: Phoenix Publishing House, 1963).

She was assisted in her task not only by J. Donald Bowen, the editor of the text, and Clifford H. Prator of U.C.L.A., but by members of the English Writing Team of the Language Study Center, themselves all practicing teachers who "field tested" much of the material. Many of the practices incorporated into this publication will be found in outline in the excellent Teacher's Guide for English in Grade I²⁸, the handbook used in the public schools of the Republic of the Philippines for teaching English as a second language.

Because Techniques and Procedures in Second Language Teaching is prepared as a guide for teachers who themselves are not native speakers of English for use with pupils who do not know the language, an investigation of its principles should yield valuable insights for the preparation of a program to be used in a linguistically comparable situation.

A. Overview

The instructional materials in this book are prepared and presented in accordance with the following principles of language and language learning:

²⁸ Teacher's Guide for English in Grade I, (Manila: Bureau of Public Schools and the Philippine Center for Language Study, 1961).

1. Language is speech, not writing.
2. A language is a set of habits.
3. The language itself should be taught, not information about it.
4. The language is what native speakers say, not what someone thinks they should say.
5. Languages are different, and each should be analyzed in terms of its own structure.

The book is divided into seven chapters: Presenting English Structures; Meaningful Pattern Practice; Pronunciation Lessons; Reading English; Writing in English; Spelling as an aid to English; Testing the Second Language. Although each of the chapters is valuable as a source of information in the methodology and procedures of TESL in the Philippines, only the first three chapters will be considered in this brief review.

B. Presenting English Structures

Learning of structures, is, according to Dacanay, the essential part of the lesson, for it means that the pupil is enabled to make the right choice of words, put words into their proper order and pronounce the expression with correct sounds in the appropriate pattern of intonation and rhythm. The purpose of the presentation is to provide a situation in which structures can be used so that pupils associate the meaning expressed by the structure with real experience.

The best way of presenting structure is through the medium of the dialog, a device based on listening, imitation, repetition and practice all carried on in a situation that has meaning for the pupils. Gurrey speaks of the dialog in these terms:

It is particularly valuable because it gives some semblance of reality to language in the classroom. It saves repetition and learning from being merely mechanical and reveals to the minds of the learners the meanings of the sentences. The characters, the place and cause of their meeting, the expressive tones and rhythms they use, their gestures, as well as pupils' knowledge of what would be said in real life all help the duller ones to understand the meaning of words.²⁹

Dacanay gives numerous examples of dialogs and offers suggestions for constructing and presenting them. She points out that the dialog is a useful technique not only for learning sentence structures but also for understanding vocabulary items and cultural concepts.

C. Pattern Practice

Once the pupil has learned the structures of the target language, he must practice the physical and mental actions performed by the native speaker until they become habits. Pattern practice aims at habit formation which guarantees automatic response in normal speech situations. "However," warns Dacanay, "it should be emphatically repeated that pattern drills alone are not enough to

²⁹ P. Gurrey, Teaching English as a Foreign Language (London: Longmans, Green and Co., 1955), p. 52.

guarantee efficient language learning. Pattern practice is frequently in danger of being mere mechanical repetition and substitution."³⁰

To guard against this danger, pattern drills should be as varied, as challenging and as interesting as possible. They should be so structured as to give the pupil an excellent chance at the right response, and should move logically from one idea to a closely-related idea in small gradations. Both chorus answering and individual responses have a place in pattern practice drills, and both should be used to add variety. It is much better to give a greater number of short drills than to overextend one drill to the point where interest begins to diminish.

Every pattern drill consists of a model (provided by the teacher), a cue (the direction to the pupil as to how he is to modify the model), and a response (the pupil's attempt to follow the instructions). Dacanay gives examples of the four main types of pattern practice drills -- substitution, transformation, response, replacement -- and offers suggestions for their use at various grade levels.

³⁰Dacanay, op. cit., p. 101

D. Pronunciation Lessons

"The aim of each pronunciation lesson is to develop in the pupils the ability to hear sounds accurately and to produce these sounds correctly and automatically."³¹

It is possible that young learners may learn correct pronunciation solely by imitation, but with older pupils, a planned program of drills is necessary. Contrastive analyses of Tagalog and English are available and the teacher should make use of these in determining the areas of difficulty which will confuse the pupil. The use of minimal pairs is the best technique for enabling pupils to first hear, and then produce, the sounds of the target language. Drills on word pairs should, however, be followed closely by drills on minimal sentences for in this way the contrast between sounds is also distinguished by the context.

Pattern drills which focus on rhythm, stress, juncture and intonation differences are particularly important when pupils move from a relatively unstressed language such as Tagalog to a language like English which has a complex system of stress.

Dacanay presents a number of useful drills as aids in learning both the sound system and the prosodic pattern of English, as well as some interesting material on the place of songs, poems and games in language learning.

³¹ Ibid., p. 196.

VII. SUMMARY

"Academic work in teaching English to non-English speakers needs to be supplemented by practical experience. Theory can come from practice as well as practice from theory."³²

The methods and techniques of teaching English as a second language that have been presented in the foregoing paragraphs will be summarized in Chapter V. Because they have been tested in many parts of the world, and have been successfully used, in most cases, by teachers whose native language is not English, they should provide a practical basis for the development of a teaching course designed for similar circumstances.

³² Allen, loc. cit.

CHAPTER IV

PROGRAMS IN TESL IN SELECTED CANADIAN AND AMERICAN UNIVERSITIES

May I sum up by saying that the great expansion of interest in teaching English to speakers of other languages both at home and abroad, has brought about expanded needs which necessitate a re-examination of the patterns of teacher training in our universities, whose programs, as prototypes of other kinds of training, will then influence the whole pattern of teacher preparation in this field.¹

I. INTRODUCTION

In this chapter it is proposed to outline programs in teaching English as a second language that are currently being offered in Canadian and American universities. The purpose of such an investigation is to examine the course content of these programs with a view to adapting the material, the methodology and the procedures to university programs to fit the abilities and meet the needs of the indigenous young people of the Northwest Territories for whom a teacher-training program in TESL is being designed.

Of the 29 universities in Canada that grant degrees in education, only 4 of them offer a course in teaching English as a

¹Sirarpi Ohannessian, "Preparation for TESOL: Needs and University Programs," On Teaching English to Speakers of Other Languages, ed. B. W. Robinett (Washington: TESOL, 1967), p. 7.

second language - Laval, Toronto, Alberta and Simon Fraser. In the United States, which is considered to be a leader in the field of second language teaching, the situation is equally depressing in regard to TESL courses. In the latest issue of University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language only 98 institutions are listed.

According to the editor:

Included in the present edition are only those institutions which, on the basis of available information, offer at least three courses in the field of general linguistics or in teacher training in English as a foreign language.²

The main criterion used in selecting the programs to be examined was the geographical locations of the universities. It was felt that a broader spectrum of procedures in second language teacher training could be viewed if the programs of universities in the eastern, central and western sections of both Canada and the United States were chosen. For this reason TESL programs at Laval University in Quebec City, The University of Alberta in Edmonton, and Simon Fraser University in Vancouver were selected as representative of Canadian practice; the teacher training programs of Hunter College of the City University of New York, the University

²Allene Guss, University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language (Washington: The Center for Applied Linguistics, 1966), p. 111.

of Arizona at Tuba City, and Portland State College in Portland, Oregon were chosen as the American models.

In each instance, correspondence was received from the director of the TESL course outlined, offering further clarification and, in many cases, helpful suggestions with regard to the Indian-Eskimo teacher training program. In the case of the institute sponsored by the University of Arizona, the correspondent was Mr. A. Bruce Gaarder, Chief of the Bureau of Educational Personnel Development of the U. S. Office of Education, whose organization was in charge of the program. Although this program was of only six weeks duration, because it involved the training of teachers of Indian children, it was considered to be of particular importance.

II. PROGRAMS IN TESL AT LAVAL UNIVERSITY

Laval University offers two distinct programs in teaching English as a second language. Their regular course offering in this area is a three-year program leading to a specialist's certificate in the teaching of a second language. This program is under the direction of Dr. William Mackey, Executive Director of the International Center for Research in Bilingualism. In addition, this university offers an intensive practical course for teachers of English as a second language under the direction of Professor

Philippe Guilhem, for which credit is granted toward the specialist's certificate.

An outline of each of these courses should reveal valuable insights into the subject matter of second language teaching. The first will offer a broad view of what constitutes a comprehensive study of the field; the second will suggest the areas of TESL that must be given first priority in teacher training.

The following are summaries - translated from the French - of the contents of the two programs offered at Laval.

Specialist's Certificate in the Teaching of a Second Language

This certificate is intended to train teachers of modern languages, particularly French and English, as second languages. The courses stress not the language themselves but the methods of teaching them.

Linguistics 711: Grammatical analysis in teaching.

1st and 2nd years 15 hours 1st semester
Inventory of the grammatical, lexical and semantic elements.
Preparation of examples for use in the presentation,
repetition and contextualisation of these elements.

Linguistics 713: Phonetic analysis in teaching.

1st year 15 hours 2nd semester
Analysis and identification of phonetic and phonological elements in the language to be taught.

Methods of teaching: Linguistics 730

1st year 30 hours
Different types of lessons, elaboration of lesson plans,
and techniques of presentation. Practical work in observation,
course preparation and demonstration as well as the practice
teaching which accompanies the course are obligatory.

Linguistics 716: The preparation of exercises.

1st year 15 hours 1st semester.

A practical course on the preparation of exercises for the learning of a second language. Weekly assignments.

Linguistics 718: The use of teaching aids.

1st year 15 hours 2nd semester

The role of audio-visual aids in the teaching of languages.

Practical course on the use of this equipment. Analysis of material. Problems of the teaching of languages by radio and television.

Linguistics 715: Practice teaching - observation.

1st year 45 hours 2nd semester

Observation and analysis of model lessons illustrating different methods of teaching. Observation of televised classes and methods is used.

Linguistics 710: Principles of teaching languages.

2nd year 30 hours

The elements which constitute any method of language teaching: selection, gradation of difficulty, presentation, repetition. Principles and criteria.

Linguistics 734: Measurement in the learning of languages.

2nd year 15 hours 2nd semester

The making and evaluation of tests; principles and application.

Types of questions and answers. Ways of correcting.

Linguistics 750: Phonetic correction.

2nd year 15 hours 1st semester

Diagnosis of the difficulties in pronunciation. Auditory analysis. Means of correcting individual pronunciation.

Linguistics 726: The choice of reading texts. The use of vocabulary scales for composing or simplifying reading texts for the use of students at different levels.

2nd year 15 hours 2nd semester

Linguistics 728: The use of the language laboratory.

2nd year 15 hours 2nd semester

The organization and administration of a language laboratory. Teaching uses of the laboratory. Practical assignments. The course is restricted to students who have credit for Linguistics 718 (teaching with machines) and Linguistics 716 (preparation of exercises).

Linguistics 725: Practice teaching.

2nd year 45 hours 1st semester

Preparation of different types of lessons, under the direction of a supervisor

Linguistics 720: Analysis of teaching.

3rd year 15 hours 1st semester

The techniques of analysis and measuring the factors underlying the teaching of languages. Students are required to do two complete analyses.

Linguistics 712: History of language teaching.

3rd year 15 hours 2nd semester

A short historic overview of the teaching of languages from the classic period to our day.

Linguistics 722: Bilingualism.

3rd year 15 hours 1st semester

A study of the psychological, social, and linguistic factors which determine the learning of a second language. Demographic and legal problems of bilingualism.

Linguistics 739: Psycholinguistics

3rd year 15 hours 2nd semester

A study of the psychological factors in the learning of languages.

Linguistics 736: Documentation

3rd year 15 hours 2nd semester

An examination and categorization of textbooks, films and recordings in the light of their use for the teaching of second languages (Fr., Eng., Sp., and Ger.).

Linguistics 738: Audio-Visual aids in the teaching of languages.

3rd year 15 hours 1st semester

Use of the picture in the teaching of languages: principals and application. Preparation and mounting of still and moving films. Adaptation of sound films to different levels.

Practical assignments in the teaching laboratory.

Linguistics 735: Practice teaching

3rd year 45 hours 2nd semester

Lessons taught by the practice teachers. Critical study and discussion for each lesson.

An Intensive Practical Course for Teachers of English as a Second Language

Program

- How to map out an English course independently of the textbook.
- Criteria of textbook evaluation.
- How to adapt a textbook to the programme (based on a study of textbooks authorized by the Province of Quebec).
- The use of auxiliary techniques.
- Fundamental aspects of English grammar and vocabulary.
Recommended text: R. Close, A Grammar for Foreign Students.

- Structure and lexicology: procedures for grammar and vocabulary teaching.
- Teaching of pronunciation.
- How to vary teaching (The successive steps of the lesson, the different types of lesson, exercises, etc.).
- Active and passive aspects of language teaching.
- The age of students and their reactions.
- Secondary activities: games, songs, etc.
- Dramatization, animation of anecdotes, situation.
- Didactic material.
- The rhythm of the lesson.
- The spoken and written language.
- Some recent concepts of English teaching methodology.
- Phonetics.
- Demonstration and practice lessons.

III. PROGRAMS IN TESL AT HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

The Masters Program

Hunter College is one of the most recent of approximately twelve American universities to offer a Masters degree in Teaching English as a Second Language. The co-ordinator of this new program is Dr. Mary Finocchiaro, who also teaches the TESL course. The introduction to the program offers an excellent summary of the professional competencies required by a second language teacher:

The teacher, supervisor or administrator of pupils with linguistic and concomitant cultural handicaps requires special knowledge, skills and attitudes. If, in English speaking countries, he is to guide pupils in developing the linguistic competencies and cultural insights needed to enter the mainstream of the school and community, the teacher should become familiar with:

- the linguistic and cultural background of the students and its implications for teaching.
- the major features of the English language (its sound, structure and lexical system).
- the cultural values of the English-speaking society.
- methods of teaching culturally different youth -- including the role of linguistics and the behavioral sciences in the teaching process.
- the effect on learning of 1) attitudes of parents, peers, other community members; 2) sociological factors.
- the need for and procedures in group dynamics; curriculum development; curriculum adaptation; material preparation; continuous evaluation.

Graduate Courses Required

- LIG 751 - Introduction to General Linguistics I.
3 credits, the study of descriptive Linguistics.
- SPE U607 - The Phonetics of American English.
3 credits, phonetics and phonemic analysis of American contemporary speech.
- ENG 505 - Structure of the English Language.
3 credits, phonological and grammatical structure of modern English; change: sound, semantic, grammatical; some attention to the problems encountered in teaching the English language.
- LIG 773 - Methods of Contrastive Analysis.
3 credits, the descriptive analysis of contrasts between language systems; phonology, morphology, syntax, lexicon, and culture.
- AN U773 - Demonstration of Field Techniques and Methods in Language.
3 credits, use of informants for analysis of particular languages from different linguistic and culture viewpoints.

- EDO 772 - Teaching English as a Second Language.
 3 credits, Implications of the nature of language
 for the teaching of English to non-native speakers.
 The development and evaluation of audio-lingual
 skills, reading, and writing, with emphasis on the
 phonology, structure, and vocabulary of the language.
 Interrelationships of language and culture. Organization
 and selection of learning materials.
- EDO 794 - Field Work in English as a Second Language.
 3 credits. Supervised observation, research, practice
 teaching and experimentation in classroom teaching
 situations at the student's level of interest. (Research
 and experimentation will serve as the basis for the Masters
 essay required for the degree).³

Requirements for entrance to this program are the holding
 of an approved baccalaureate degree and at least three years study
 in a foreign language. The Masters program consists of 21 units
 of credit in required courses and nine additional credits in the
 related fields of applied linguistics and educational practice.
 The required courses, the content of which is outlined in the
 above paragraphs, present an overview of the essential areas of
 study in TESL.

Teaching English as a Second Language⁴

An outline of Course EDO 772 as it is taught by Dr. M.
 Finocchiaro follows:

³Hunter College, Teaching English as a Second Language: A
 Graduate Program (New York: Hunter College Press, 1967), p. 2.

⁴"Personal Correspondence of the Author, letter from
 Dr. M. Finocchiaro, April 17, 1968."

General Notes:

1. All students will be required to.
 - a) Give a five minute demonstration lesson on an assigned segment of teaching (followed by class evaluation).
 - b) Read a text on language, culture or methodology.
 - c) Prepare a summary and evaluation of the text.
 - d) Give a ten minute oral report on the text read.
 - e) Write ten dialogues.
 - f) Know the text, that is, the classroom text, thoroughly.
 - g) Take the final examination.
2. The text used will be "English as a Second Language : From Theory to Practice," New York, Regents Publishing Co., 1965.

Topics for Class Discussion

- I. The Nature of Language and Language Learning.
- II. Basic Features of the System of English.
- III. The Contributions of Psychology, Anthropology and Sociology to Language Learning.
- IV. Basic Principles in Curriculum Development.
- V. Suggestions for Curriculum Content at three different learning levels.
- VI. Premises in development of language skills.
- VII. Stages of Language Growth.
- VIII. Teaching the Listening-Speaking Skills.
- IX. Teaching Reading.
- X. Guiding Writing Activities.
- XI. Materials of Instruction.
- XII. Some fundamental teaching techniques.
- XIII. Testing the four skills.
- XIV. Evaluating the program.

IV. PROGRAM IN TESL AT THE UNIVERSITY OF ALBERTA

An introductory course in Teaching English as a Second Language was offered for the first time at the University of Alberta during the 1967-68 term by Miss M. L. Marckworth. The course was divided into two half-classes: Ed. CI 337, which

presented an analysis of English grammatical structure; and Ed. CI 339, which dealt with practices in teaching English as a second language. The second part of the course emphasized participation by class members in constructing pattern-practice exercises, and dialogue drills, developing teaching aids, and preparing contrastive analyses.⁵

The course outlines are presented below:

1967-68

Ed. CI 337

M. L. Marckworth

Introduction to Teaching English as a Second Language, I.

COURSE OUTLINE

Objective

A course designed to show native English speakers how to analyse their own language code in such a way as to be able to present and explain it to a student of English as a second language; in effect, to make conscious the native speaker's own latent knowledge of the formal aspects of his grammar.

Unit I

The phonetic-phonemic sound system of English. Includes: the methods of articulating English sounds; the consonants, pure vowels, diphthongs; methods of phoneme identification; phonotactics; relationship between stress, pitch, and juncture.

Unit II

The morphology of English. Includes: the structural attributes of morphemes; discovery procedures for morphemes and allomorphs; noun and verb morphology in English; paradigms, form classes, inflectional and derivational markers; adverb and adjective form classes; open and closed classes.

⁵ Statement by M. L. Marckworth, personal interview.

Unit III

The syntax of English. Includes: syntagmatic relations of the verb phrase, the noun phrase; exocentric and endocentric constructions; slot-filler techniques; the constituents of the English sentence.

Unit IV

Transformational techniques. Includes: kernel sentences in English; the phrase-structure grammar; certain basic transforms, e.g. the passive transform, the embedding transform, etc.

Texts

None. Several bibliographies are provided during the term.

1967-68

Ed. CI 339

M. L. Marckworth

Introduction to Teaching English as a Second Language, II.COURSE OUTLINEObjective

To introduce various teaching practices for English as a Second Language.

Unit I

Includes: problems in contrastive analysis of grammars, bilingualism in the individual; socio-linguistic factors in second language learning.

Unit II

Includes: presentation of the structures of English; vocabulary building; the oral language; reading and writing.

Unit III

Sequencing of English structures; various sorts of drills and practices--their construction and usefulness.

Unit IV

External teaching aids: language laboratories, filmstrip series, textbooks, tape recorders, pictures, puppets. Testing.

Texts

None.⁶

V. PROGRAM FOR TESL SPONSORED JOINTLY BY THE U.S. OFFICE
OF EDUCATION AND THE UNIVERSITY OF ARIZONA

Because the philosophy, objectives and content of this teacher-training institute have particular relevance for the program which is being developed in this study, the University of Arizona program is reproduced in its entirety. It is obvious that the study of such a comparable model can yield many worthwhile ideas and insights.

An Institute for Training Teachers of English as a Second Language:
Tuba City, Arizona⁷

Introduction. Since deficiency in the English language is central to the problems of the American Indians, it is proposed that, under the directorship of the University of Arizona, an institute be established for the summer of 1967 on the Navajo Indian reservation for teachers of Indian children. The proposal is for a six-week program whose emphasis would be upon the training of elementary and secondary school teachers in the specialized techniques of teaching English as a second language. The program would also provide orientation in the cultural features of the communities in which these teachers must work, so that their teaching might be the more effective.

Number of Participants and Site of Institute. The number of participants is to be forty teachers. Half of these are to be employees of the Bureau of Indian Affairs. The other half is to consist of public school teachers whose pupils are, in the main, Indian children.

⁶Department of Elementary Education, Course Outlines 1967-68, (Edmonton: Department of Elementary Education, University of Alberta, 1967) (mimeographed.)

⁷U.S. Office of Education, A Proposal for an Institute for Advanced Study in the Field of English for Speakers of Other Languages (Washington: U.S. Office of Education, 1967) (mimeographed.)

The site of the Institute is to be Tuba City, Arizona. The Bureau of Indian Affairs agency in that city is to make dormitory and classroom space available for the use of the Institute.

Criteria for Eligibility

1. BA or equivalent by Fall 1967.
2. Training as elementary or secondary school teacher.
3. Position teaching Indians at the elementary or secondary level
4. Recent experience in such a position, or
5. Certainty of such a position by Fall 1967
6. No previous NDEA language institute experience

The twenty participants who are to be teachers employed by the Bureau of Indian Affairs shall be selected by the Bureau. Criteria for final selection of the other twenty participants will depend on a recommendation from the applicant's principal or supervisor and from an admissions board which will consist of Dr. Cecil Robinson and Dr. Mary Jane Cook of the University of Arizona's English Department.

Printed brochures describing the Institute will be sent to the Washington and regional offices of the Bureau of Indian Affairs and to potential applicants outside of the Bureau. In addition such material will be sent to state departments of education and to public school administrators and English departments in those school districts where there are high Indian enrollments. Area newspapers and educational newsletters will also receive publicity materials.

Non-discrimination Provisions In selecting individuals for attendance at the Institute, and in otherwise conducting the Institute, the University of Arizona does not discriminate on account of the sex, race, creed, color, or national origin of an applicant.

Objectives of the Institute. The Institute will work toward increasing the efficacy of English teachers who instruct Indian students by

1. Providing grounding in linguistics, with immediate practical application to the teaching situation;

2. Presenting a sound and practical program in modern grammar and usage with emphasis upon the application of new language concepts to second language learning;
3. Giving a course in methods and materials for teaching English as a second language, with attention to contrastive analysis of English with Navajo and other Indian languages and to the uses of language laboratory and field equipment;
4. Providing demonstration classes and a "practicum" of young Indian students;
5. Presenting instruction in cultural anthropology as it relates to Indian cultures; instruction will include problems of acculturation arising from isolation from the cultural mainstream, and the psychological implications of these problems;
6. Arranging occasions for the fruitful interchange of ideas between participant teachers and Bureau of Indian Affairs officials and also Navajo tribal leaders.

Program of the Institute.

Credit. The Institute will offer seven semester hours of block credit to participants successfully completing the program. Credit will be undergraduate or graduate, depending on formal admission to the Graduate College.

The formal activities of the Institute are described in the order of the class day.

General Linguistics MTWThF 8:00-8:50 Mary Jane Cook

This will be a compact introductory and survey course in modern linguistics. Applicability of linguistic theory to second language teaching and the use of contrast analysis of English and Indian languages will be dealt with here and also carried over into other aspects of the program.

The linguistic content of the course will include basic phonology, morphology, and syntax, with special emphasis upon examples from Southwestern Indian languages.

Applied Linguistics MTWThF 9:00-9:30 Paul and Marjorie Streiff

The important, and for teachers often perplexing, process of bridging the gap between linguistic theory and classroom practice will be dealt with during this period.

Mr. and Mrs. Streiff will work very closely with Dr. Cook in order to coordinate in a sequential manner the program in applied linguistics with the classes in linguistic theory which have immediately preceded. Participants will be sectioned into two groups, respectively under Mr. and Mrs. Streiff, in order that each participant might have considerable individual attention.

Modern Grammar and Usage MTWThF 9:50-10:40 Cecil Robinson

This course will deal with American English grammar as it applies to the teaching of English to non-native speakers. It will be a practical course for participants who have varying degrees of formal training in grammar. Since most teachers who are now dealing with Indian children received their English training in terms of conventional English grammar, this course will deal with the applicability of conventional grammar to problems of second language teaching.

The method will be to show participants how they can add to the training which they have already received by reviewing and "translating" the propositions of traditional grammar in terms of recent concepts of second language learning and teaching.

Demonstration Class and Practice MTWThF 10:50-11:50

Elizabeth Willink

Participants will observe demonstrations, presented regularly and patterned sequentially, of the actual teaching of a group of Navajo children by an experienced teacher of Indian children who has had considerable theoretical training.

Participants will also practice teach, under the guidance of Mrs. Willink, Indian children and will use, systematically and cumulatively, techniques presented in the course of Institute instruction.

Teaching of English as a Second Language MTWThF 1:00-1:50

Mary Jane Cook

This course will be devoted to the special techniques of teaching English as a second language. These will include techniques of aural-oral method, pattern drill, substitution drill, and dialogs. Individual projects will be assigned to participants. Each project will consist of a course outline and sample materials based on a contrastive analysis to be worked out by the participant.

Cultural Anthropology MTWThF 3:00-4:30 James F. Downs

The basic insights derived from the comparative studies of cultures will be presented and discussed. Indian cultures will be examined in terms of history, religion, rites, customs, family and social organization, and in terms of the attitudes and world outlook that have developed as a cumulative expression of these aspects of culture. Points of contrast between various Indian and Anglo-American attitudes will be focused upon, with discussion as to how these differences can be handled with understanding and often with utility in the classroom.

Individual Conferences and Study Period MTWThF 3:00-4:30
Staff

This period will be used by participants to schedule individual conferences with members of the staff. In particular, Marjorie Streiff will be available to go over linguistic material with individual participants. This time will also be used as a general study period.

VI PROGRAM FOR TESL AT SIMON FRASER UNIVERSITY

The Teaching of English as a Second Language is a course offered at Simon Fraser University in the Department of Modern Languages. A letter received from the instructor in the course⁸ outlines the syllabus, gives information about the students taking the program, and suggests some of the problems encountered.

I am enclosing a copy of my very informal syllabus for Linguistics 429, "The Teaching of English as a Second Language." I'm not at all sure that it will be of any help to you for several reasons. One of the most important is that the students I had in the course were generally our third and fourth year Linguistic students. As you can see, the linguistic students observed and taught a group of Chinese pupils brought in as guinea pigs. This was especially valuable as my students, often times with very extensive backgrounds in linguistics, thought they knew everything, and indeed they could write very good exams and discuss readings, but even so they had great difficulty in applying their knowledge of theory to classroom teaching.

⁸"Personal correspondence of the Author, letter from K. Enns, April 26, 1968."

Linguistics 429 Syllabus, Spring Semester, 1968

CALENDAR DESCRIPTION: Application of linguistics to teaching of English as a second language; the nature of language learning; evaluation of methods, materials and technological aids; observation of classes and practice teaching. (2-1-2)

The calendar description states the aims of the course as presented, the division 2-1-2, however does not. Ten weeks of the course included demonstration and practice teaching an actual class. During these ten weeks the students attended three hours of lecture and two hours of the practice class each week.

PROJECTS:

Much of the course time was spent with the students teaching and doing various sorts of reports and projects rather than attending lectures. Each student

1. wrote a contrastive analysis of the phonological systems of English and one other language.
2. reported to the rest of the class on one of the books listed in the accompanying sheets entitled "READING REPORTS" - books related to second language teaching.
3. wrote a critical evaluation of a ESL textbook. These are listed on the accompanying sheet "English as a Second Language Textbooks." Most students also gave an oral report on their textbook to the class. (All were supposed to, but time ran out.)
4. wrote out exercises teaching various grammatical and phonological features of English.
5. taught an average of two full class periods and two labs to the practice class. The students taught each class individually. They worked two together on the labs.

REQUIRED TEXTS:

Fries, Charles C. Teaching and Learning English as a Foreign Language.

English Language Institute Staff Robert Lado and Charles C. Fries. English Sentence Patterns.

Stevick, Earl W. A Workbook in Language Teaching.

Prator, Clifford H. Jr. Manual of American English Pronunciation. rev. ed.

(I don't recommend these texts except perhaps English Sentence Patterns and the Manual for Linguistics 429 again. Instead I would probably use Harold B. Allen's Teaching English as a Second Language as they had many assigned readings from this book anyway. Stevick's book is too elementary, in general, for our students.

Ohannessian, Sirarpi. Reference List of Materials for English as a Second Language. Parts I and II. recommended for reference.

LECTURE CONTENT:

A great proportion of the content came up in discussion around the reading reports (each person was to read each body of material reported on), the demonstration and practice teaching, and the text reviews. However, more formal straightforward lectures were given on the following:

- The Nature of Language and of Language Learning
- Terminology: TESL vs. TEFL, also TESOL and TEAL
- TESL as Exemplified by the Phillipines project and the general ESL situation in various parts of the world
- The Theory of Contrastive Analysis
- English Phonology and Different Transcription Systems
- Teaching Pronunciation
- English Grammar
- Contextualization in Language Teaching
- Teaching Grammar
- ESL Reference Materials and Centers (Center for Applied Linguistics, periodicals, other organizations, projects, publications)
- Talk on reading given by Mrs. Hayward of the Reading & Study Service Testing

OTHER ASSIGNED READINGS:

Marckwardt, Albert H. "Teaching English as a Foreign Language: A Survey of the Past Decade," The Linguistic Reporter, Sup. No. 19, Oct. 1967.

Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language," in Harold B. Allen's Teaching English as a Second Language.

Finocchiaro, Mary. Teaching English as a Second Lanauge: Part I.

Berko, Jean. "The Child's Learning of English," in Sol Saporta's Psycholinguistics.

Lado, Robert. Linguistics Across Cultures, Chapters 1 and 2.

Stockwell, Robert and J. Donald Bowen. The Sounds of English and Spanish.

Lehn, Walter and William R. Slager. "A Contrastive Study of Egyptian Arabic and American English," Language Learning, IX 1-2, 1959.

VII. PROGRAMS IN TESL AT PORTLAND STATE COLLEGE

A great deal of valuable information was received from Mr. Naguib Greis, ESL program director of Portland State College, where the Northwest Regional Center for English as a Second Language is located. A summary of the course content of TESL, the study of which will prove valuable in deciding on the content of a teacher-training program is presented in the following paragraphs. The English 110 program which is referred to in the outline, is a course designed to prepare students whose native language is not English to function effectively in regular college courses. As is indicated, the English 110 course serves as a laboratory for supervised practice in teaching for students enrolled in the TESL program.

Portland State College Winter 1968
Department of English

Eng 407, 507
Greas

TEACHING ENGLISH AS A SECOND LANGUAGE

The course is designed to introduce some of the basic concepts and techniques in the teaching of English to speakers of other languages. In addition to class discussions there will be a chance to observe the application of these techniques in the English 110 program.

Centers and Periodical Publications:

1. TESOL - Quarterly, Annual Conference Series
2. CAL (Center for Applied Linguistics, Linguistic Reporter)
3. NAFSA
4. NCTE
5. MLA
6. English Language Teaching
7. ETIC (English Teaching Information Center, Occasional Papers)

Assignments:

Each student will be asked (a) to write a report on a chapter and (b) to write a paper dealing with a specific problem in the teaching of English to speakers of other languages.

During the fall term the following points were discussed:

1. English as a second language vs. English as a foreign language
2. Teaching oral drills - repetitions and substitutions
3. Psychological theories and ESL conditioning and reinforcement
4. Testing - language aptitude and achievement
5. The role of the language lab and audio-visual aids in ESL
6. Usage and ESL - British and American English
7. Contrastive studies - techniques and implications
8. Phonology and phonetics
9. Contrasting the sound systems of English and another language (Arabic, Spanish, Japanese, Portuguese, French, Luyia)
10. Application - observing and teaching oral drills

During the winter term each student will be required to observe and, if possible, teach an English 110 class.

The main topics of discussion will be as follows:

1. Further study of the sound systems
2. Morphological and syntactical contrasts
3. Linguistics and the teaching of reading and writing
4. Observing and teaching a) oral patterns b) reading and c) writing
5. Conducting experiments in ESL

Term paper projects may deal with any of the points related to the above topics.

Reports should include a summary and a critical analysis of any of the following short articles or some other relevant publications:

Suggesting Readings:

1. Teaching and Learning English as a Foreign Language (Fries) Ch. 2
 "The Sounds": Understanding and Producing the "Steam of Speech" pp. 10-26, Appendix pp. 63-74, Ch. 3 -
 "The Structure" Ch. 4 - "The Words: Mastering Vocabulary Content." pp. 38
2. English Pronunciation (Lado & Fries) "Introduction"
3. A Manual for Speech Improvement (Gordon & Wong) pp. ix-xii
4. The Sounds of English and Spanish (Stockwell and Bowen)
 "Appendix: The Teaching of Pronunciation" pp. 120-129.
5. The Grammatical Structure of English and Spanish (Stockwell and others) "Introduction to Grammatical Analysis" pp. 1-17.
6. Linguistics Across Cultures (Lado)
 Ch. 2 How to Compare Two Sound Systems 9-50
 3 How to Compare Two Grammatical Structures 51-74
 4 How to Compare Vocabulary Systems 75-92
7. Manual of American English Pronunciation (1951, 1957) (Prator) "Introduction"
8. Selected Articles from Language Learning Series I
 English as a Foreign Language, 1953
 Part Four "Pronunciation" pp. 121-153
 (Reed, Lado, Wallace, Pike...)
 Part Three: Grammar 83-120
 Part Five: Vocabulary 157-168
 Part Six: Testing 169 ff
9. On Teaching English to Speakers of Other Languages
 Series III, 1967
 "To Reading English as a Second Language" (Fires) pp. 99-103
 "Composing Pattern Practice Drills" (MacLeish) pp. 141-148
 "What Teachers of ESL Should Know About the Language" (Long) pp. 71-79

10. Pattern Drills in Language Teaching (Etmekjian)
Kinds of Pattern Drills pp. 7-21 Basic Principles
in Pattern Drill
Construction pp. 22-30 The Function of the Pattern
Drill pp. 31-36
Pattern Drills in the Classroom and the Language
Laboratory pp. 37-40

11. Teaching English as a Second Language (Ed. H. B. Allen)
Reading and Teaching Literature pp. 288-299
Writing 265-280
Phonic Interference 126-134
Testing 364 ff.

VIII. SUMMARY

The six university teacher-training programs in English as a second language that have been reviewed in the foregoing pages are representative of a large number of programs that have been studied, in order to determine what should be taught in order to prepare effective second language teachers. Although the program which is to be designed for students in Northern Canada has no pretensions to the status of a university program, two important benefits result from the study of courses in institutions of higher learning. First, it is imperative that the Indian-Eskimo program contains at least an introduction to material that is considered vital to the repertoire of a second language teacher; secondly, the open-ended nature of the program under development presupposes that its graduates will eventually proceed to higher education, hopefully, in the field of TESL.

A summary of the program components that are common to university courses, is presented in Chapter V.

CHAPTER V

A PROGRAM FOR TEACHING ENGLISH AS A SECOND LANGUAGE

IN THE NORTHWEST TERRITORIES

"In our work in teaching English to non-English speaking we must not hesitate to strike out adventurously in new directions, when the already established paths seem not to lead to the desired goal."¹

I. INTRODUCTION AND OVERVIEW

There is complete agreement among writers in the field of second language learning that specific conditions and variables must be taken into account when presenting a program to pupils. The goals of the program, the linguistic and cultural background of the pupil, his age, his educational standing, his level of proficiency in the language, and the setting for which the program is designed are all factors which influence what needs to be taught and what can be taught.

A consideration of these variables must be equally important in devising a program for teachers of English as a second language, and it is a consideration of such variables that will provide the rationale for the adaptation of both theory and practice in second language teaching, as it has been presented in Chapters II and III,

¹A. H. Marckwardt, "Old Paths and New Directions," On Teaching English to Speakers of Other Languages, ed. C. Kreidler (Champaign: National Council of Teachers of English, 1965), p. 3.

and IV, to the specific needs and abilities of the students who will take the course, and to the linguistic and cultural environment in which it will be presented.

In Chapter II it was pointed out that among the important principles of second language learning advocated by the audio-lingual method are the following: the primacy of the spoken language; the importance of imitation, repetition and practice in language habit formation; the necessity of the teacher studying the structure of both the target language and the native language; a consideration of the role of the "generalization process" in mastering a new language.

The five authors of teacher-training guides in English as a second language, whose programs were examined in Chapter III, would be in general agreement that the foregoing, and other, theoretical considerations should be translated into the following practical components of a TESL program for teachers: (a) The sound system of English, (b) The structure of English, (c) Contrastive analysis, (d) The methodology of TESL, such as pattern practice, (e) The preparation of teaching materials, (f) The use of audio-visual aids, and (g) The evaluation of the results.

The university teacher-training courses which were reviewed in Chapter IV reveal a common emphasis on the following areas of instruction: Linguistics; The structure of English - phonology, morphology and syntax; The methodology of TESL; the use of audio-visual aids; Practice teaching.

In this chapter it is proposed to discuss each of these program elements, which an examination of theory and practice in TESL suggest should be included in any course, in the light of their relevance for and their adaptability to the program under consideration. This body of theory, content and methodology, revised and amended to fit the specific variables of students and setting, will be organized into the objectives, the subject matter, the learning experiences and the evaluative procedures of the N.W.T. teacher-training program which will be presented at the end of the chapter.

II. THE STUDENTS

This program will be offered to approximately twelve students of Indian, Eskimo and Metis background. All of these students were born in the Northwest Territories, and each of them has learned English as a second language. While they will all be fluent in English, and will speak it with little or no trace of the accent and intonation of their mother tongues, their knowledge of the structure of the language will tend to be superficial, and their understanding of its intricacies will be limited to what they have learned through their study of traditional grammar. Not all of the students will be fluent in the Indian or Eskimo dialects of their parents, but most of them will be able to understand their own language, and will be able to speak it with some degree of facility.

The young people chosen for the teacher-training course will all have been integrated into "the whiteman's culture" of Northern Canada. Each will have spent at least four years in a hostel and residential school where their supervisors, teachers and many of their classmates were Canadians of European origin. Each of them will have experienced wage employment (summer work experience is an integral part of the school program) and, almost without exception, their employers will have been southern Canadians working in the Northwest Territories.

As a group, these students will probably be less socially and linguistically mature than a comparable group of Caucasian students from the same schools. They will have more difficulty with, and less skill in communicating ideas clearly and directly, since they come from a society where reticence is more highly prized than it is in the white man's world. Their Western education has taught them to respect, although not necessarily to understand, Western standards, but at the same time has, in many instances, decreased their respect for native culture. The problems of cultural identification and conflict which may add to their feelings of inadequacy must be faced by these students, and certainly such acculturation factors must be given most serious consideration by both curriculum builders and teachers.

At the present time eleven young people have been selected as students in the experimental teacher-training course. They have been chosen from among a group of thirty-five applicants, all of whom indicated a genuine desire to become teachers. Among the criteria used in this selection were the personal attributes of the student, his school record, and the assessment of his school counsellor and principal. On his application form, each candidate was required to submit the names of three persons to whom the selection committee could write for a character reference. Each of these students has been interviewed and assessed by a three-man selection board, and each has been given a clear idea of all the ramifications of the total program. Parental consent and co-operation have been obtained in all cases, and these students, with perhaps one or two more that may be selected later, will make up the first class of the experimental teacher training course of the Northwest Territories.

The following brief summaries give the birthdate of the student, his place of residence, ethnic origin, languages spoken, academic standing in terms of Alberta High School credits, and employment record.

The sections headed "Special Strengths" and "Weaknesses" contain excerpts from letters received from three different individuals.

The quotation which concludes each summary is the student's answer to the question, "Why do you wish to enter this program?"

Benaya, Mary: May 19, 1948 - Snowdrift - Indian - speaks "a little" Chipewyan - 92/100 credits toward Senior Matriculation - all schooling except 5 years in residential setting. In Grade XII. Employment: 3 summers as camp counsellor.

Special Strengths: outstanding will power, pride in herself as an Indian, loves children and they love her, sense of responsibility.

Weaknesses: rather stubborn at times; inclined to be shy.

"I am interested in this program because I like children. I have been dealing with children so many times, that I feel that teaching is the career for me."

Canadien, Michael: August 31, 1944 - Ft. Providence - Indian - Speaks Slavey - 90/100 credits toward Senior Matriculation - all schooling except first 6 years in residential school; 1 year at Mt. Royal College, Calgary, on Recreational Leadership Course. Employment: Head Monitor (student) at Lapointe Hall - 3 summers as laborer with Indian Affairs and Northern Development at Ft. Simpson, presently employed a CR₂ (clerk) with the Department of Fisheries at Hay River.

Special Strengths: Determination to work and learn; relates well to children.

Weaknesses: Irascible temper; weak in initiative.

"I am interested in helping to further the education of the native people and to regard education as a means of getting ahead in the future."

Cook, Joseph: May 20, 1948 - Metis - Ft. Good Hope - no other language except English - 71/100 credits - presently in Grade XII. All schooling in residential schools - Aklavik, Inuvik, Ft. Smith, Yellowknife. One year (1966-67) in Camsell Hospital, Edmonton.

Employment: 2 summers as a contractor's helper, Ft. Good Hope; 1 summer in mine at Yellowknife.

Special Strengths: Gets along well with people, industrious, good study habits.

Weaknesses: Poor appearance, quick temper, too easy going, lacks ability in communication.

"My goal lies in the educating field. I'm taking this opportunity to gain some experience and to prepare myself for permanent establishment in the teaching career."

Kenny, Celestine: July 14, 1948 - Norman Wells - Indian - speaks Slavey, 71/100 Senior Matriculation credits, presently in Grade XII. 4 years in residential schools - Inuvik, Ft. Smith.

Employment: 1 summer as kitchen aid at fishing lodge; 1 summer clerk in store.

Special Strengths: interested in people; a born teacher; excellent appearance.

Weaknesses: quiet, reserved.

"I am interested because my goal lies in the field of education, especially in the North where I understand native children, who also need my help. My high school work is getting boring and I would like to be able to reach university gradually."

Larocque, Mary Anne: Sept. 1, 1948 - Fort Resolution - Metis, no other language, In Grade XII, 71/100 credits toward Senior Matriculation, residential school for 4 years, summer work as waitress, playground supervisor, ware aid in hospital.

Special Strengths: mature, responsible, co-operative.

Weaknesses: tends to get discouraged easily, scholastic work habits could be improved.

"I am interested in entering this program because I think that I can do the job, due to the fact that I was born in the North and that I was brought up in a small community. This gives me an advantage because I am familiar with the people and I think I understand them more fully."

Masuzumi, Bernard: Oct. 2, 1948, Ft. Good Hope- speaks Hareskin, 66/100 credits, has been in residential school for 12 years, in Grade XII.

Employment: 2 summers as a laborer with Poole Construction, 1 summer as a member of the N.W.T. Centennial canoe team which paddled 3,000 miles. This coming summer is going to Germany with a school teacher friend.

Special Strengths: highly intelligent, very mature.

Weaknesses: highly individualistic, tends to stir up trouble and cause unrest among pupils.

(Excerpt from a four-page letter in answer to the question):

"So through the profession of teaching, I think that I can do my greatest good in doing what I think is right for the good of my people, The Northern People."

McLeod, Helen: April 14, 1949 - Aklavik, Eskimo background, no language other than English, 91/100 credits, father employed as labour foreman - Indian Affairs and Northern Development, 5 years residential school, in Grade XII.

Employment: volunteer library assistant, 1 night per week at Inuvik Public Library.

Special Strengths: gets along well with people, especially children, calm, quiet personality.

Weaknesses: somewhat shy.

"I have been interested in becoming a teacher for many years. I feel that I will be better qualified to teach northern students if I am trained in the North."

McDonald, Margaret Rose: February 8, 1950 - Ft. McPherson, "small amount of Loucheaux," will have 100 Senior Matriculation credits if she passes everything this year, presently in Grade XII, 4 years in residential school. Summer employment: nil.

Special Strengths: drive, perseverance, leadership qualities.

Weaknesses: none listed.

"I am interested in working with northern children as I feel that living in the North all my life has given me some understanding of the needs of children who are first beginning school."

"Teaching has been long thought of as my future career. This programme, I feel, has confirmed my desire to teach."

Sabourin, Marguerite: June 8, 1950, Indian - Ft. Providence, speaks Slavey, 71/100 Senior Matriculation credits, residential school for 7 years, in Grade XI. Employment: waitress for 1 Christmas and summer vacation.

Special Strengths: a very steady worker; great patience in dealing with children; very responsible.

Weaknesses: very shy,; she will have to work to overcome her shyness.

"I am interested in children and like them; I would like to help young people of the North."

Silastiak, Peter: Sept. 30, 1946 - Tuktoyaktuk, Eskimo - speaks Eskimo, has Senior Matriculation standing except for Chemistry, 6 years in residential school. Employment: since July, 1967 has been employed as a storeman-laborer by Indian Affairs and Northern Development, has worked in the summer as a swimming instructor and part time, while attending school, as an athletic coach-supervisor.

Special Strengths: cheerful disposition, gets on well with people, willing to learn.

Weaknesses: immaturity, lack of language proficiency, inclined to be lazy.

"It will enable me to help the native people to better their standard of living and help themselves to get a better education."

Trip De Roche, Wilfred: June 28, 1948 - Indian - Ft. Chipewyan, speaks Chipewyan, 70 credits toward Senior Matriculation, residential school for 4 years, in Grade XII. Employment: laborer in lumber camp summers of 1966 and 1967.

Special Strengths: Determination, good worker.

Weaknesses: More of a follower than a leader; inclined to be moody.

"The reason for which I am interested in entering this program is that I'm very interested in working with people and helping them."

III. THE SETTING

Scattered throughout the 1 1/2 million square miles that comprise the land mass of the Northwest Territories are some 70 schools with a population of almost 7,000 pupils, the great majority of whom are of Indian and Eskimo ethnic origin. Because of the natural distribution of the indigenous peoples, it is only rarely that Indian and Eskimo pupils attend the same schools. The settlements along the Arctic Coast, surrounding Hudson Bay, and in the Arctic islands are inhabited solely by Eskimos, while the school population of the interior regions is made up of Indian and Metis

pupils. In the discussion that follows it may be correctly assumed that the same general conditions apply to both Indian and Eskimo schools.

Pupils begin school at the age of six years with virtually no knowledge of English. Furthermore except in rare cases, they come from homes where English is neither spoken nor understood. These pupils are enrolled in a Basic English class for their first year, and it is during this period that they are expected to gain sufficient control of the language to enable them to continue their education in English, the medium of instruction. In many instances, of course, pupils fail to achieve any real mastery of this second language, and are therefore faced with the prospect of a second year of Basic English.

Let's Begin English², an experimental set of lessons for second language learning, which was originally produced by Rev. Sr. G. Rocan of Chesterfield Inlet, provides a suggested outline for the content of the Basic English program. This series of lessons, for which there are accompanying film strips and illustrative materials, is based on Richard's English Through Pictures³, a text designed primarily for teaching English to adult immigrants. Let's Begin English offers no theoretical framework for second language teaching;

²Curriculum Section, Department of Indian Affairs and Northern Development, Let's Begin English (Ottawa: Indian Affairs and Northern Development, 1966).

³I. A. Richards and C. M. Gibson, English Through Pictures (New York: Pocket Books Inc., 1945).

contains no suggestions for teaching pronunciation, intonation structure or patterns; and makes no attempt to explain underlying principles, possible approaches or proven methods and techniques of teaching English as a second language.

Because of the extreme paucity of teacher-training courses in TESL, virtually none of the capable and well-qualified teachers that are recruited from all parts of Canada has any background of training or experience in this most vital area of instruction. The audio-lingual method of second language teaching appears difficult, time-consuming and slow -- particularly when its underlying philosophy is not understood -- and there is a marked tendency for teachers to begin reading and writing long before sufficient listening and speaking skills have been developed by the pupils. This practice results in "word calling" rather than reading with understanding, and severely handicaps the pupil in his later attempts to cope with more difficult material, for the mastery of which, he lacks the background in vocabulary and sentence structure. The overall result of this failure to establish English as the second language of the pupil is too often, frustration, failure and an inordinately high school dropout rate among Indians and Eskimos.

The observations contained in the foregoing paragraph have been neatly summarized by a teacher who for two years taught Basic English in Pelly Bay, where she and the Roman Catholic priest were the only white people in an extremely isolated Eskimo settlement:

In my humble opinion the problem that looms largest of all is 'how do we teach Basic English?' The more I see and learn of it, the more I realize that second language teaching is a very involved and specialized field, for which no teacher is equipped by regular teacher training. The whole philosophy, the linguistic background, the techniques to use differ greatly from ordinary teaching, and it is unfair to teacher and pupil alike to take any southern-trained teacher, no matter how good at high school French or chemistry, and drop him or her into a Basic English classroom of six-year-olds with the fatherly admonition to teach. It is as unrealistic as giving me a short course in first aid and then telling me to assume the duties of doctor-nurse in Pelly Bay (I know from experience, it's no fun!). There is no insinuation here that our teachers are poor teachers, on the contrary most of them are capable and dedicated people, but they simply have not been trained to do the job we are requiring of them, and final results are frustration for the teacher and the child alike.⁴

Although this study is primarily concerned with the classroom setting, all facets of the total environment must be considered as factors in program development. Limitations of space prohibit a consideration of such important elements of the setting as the deep culture (the learned behavior patterns) of the indigenous people, their way of life, their system of values, their social mores, the attitudes of the home toward education, the physical isolation of Indian and Eskimo settlements, and the inhospitable climatic conditions of Northern Canada.

⁴"Personal Correspondence of the Author, letter from Miss Delores Koenig, November 27, 1967."

III. PROGRAM CONTENT

The following paragraphs present, in summary, the basic essentials that must be included in a TESL program, and suggest the modifications proposed for the experimental program under consideration.

Linguistics

To equate applied linguistics with language teaching is a gross misuse of the term. Linguistics may be applied for many purposes, but certainly much more is involved in language teaching than the application of linguistics.⁵

From a survey of the literature, and from an investigation of a number of teacher-training programs in TESL, the evidence is overwhelming that it has been the study of the nature of language that has resulted in the methods, techniques and approaches which have enabled people in all parts of the world to master a new language more easily, quickly and efficiently. A knowledge of linguistics provides a solid basis for the practice of second language teaching, and those linguistic principles which are the sine qua non of teaching English as a second language must be incorporated into any TESL program.

Because linguistics covers such a wide area of knowledge about language, and because each of its various divisions entails a lifetime of study in themselves, it is considered impractical to

⁵ Clifford H. Prator Jr., "The 3 M's of TESOL: Matters, Methods and Materials for Teaching English to Speakers of Other Languages" (Los Angeles: University of California, 1967), p. 7 (mimeographed.)

include this discipline as a separate component of the program to be developed here.

Furthermore, as a Swedish writer says:

If the study of linguistics becomes a major occupation of the student, we are not preparing teachers, but linguistics - ineffective as teachers in the elementary courses.⁶

It is proposed, however, to investigate the three areas of the general field of linguistics that will offer the greatest practical benefits to the teacher trainees. The linguist identifies and describes the units and patterns of the sound system of a language, i.e. its phonology; he explains the patterns and organization of words, phrases and sentences through descriptive linguistics or the structure of language; he compares two language systems to determine and describe their similarities and differences by using the techniques of contrastive analysis. These three fields of linguistic study will be adapted to the needs of the students in the Indian-Eskimo TESL program.

Phonology

"Language learning is noise making and our aim as teachers of a second language is to teach English, not to teach about English."⁷

⁶ Svien Okensholt, "The Training of the Foreign Language Teaching Assistant," *The Modern Language Journal*, VIII (December, 1963), p. 369.

⁷ Ralph B. Long, "What Teachers of English as a Second Language Should Know About the Language," On Teaching English to Speakers of Other Languages ed. B. W. Robinett (Washington: TESOL, 1967), p. 79.

Because the native speaker of a language uses its sound system in accordance with a set of habits that operate below the level of consciousness, it is perhaps not surprising that he knows little about the pronunciation of his own language. The phonemic system of any language is made up of vowel and consonant phonemes, and their allophones; of intonation, rhythm, stress, junctures and their sequences; of syllable patterns, sound clusters and phrase patterns permitted in the language. In order to teach English as a second language effectively, a teacher should learn not only to identify the sounds of English and to explain how they are produced, but also to master the techniques of presenting this material to his pupils. Pronunciation must be taught, and it must be taught, not in isolation, but in the context of meaningful speech, largely by imitation.

It will be stressed to the teacher-trainees that their study of the phonemic system of English is not intended for future use in their own classrooms, but rather as background material to better prepare them for coping with the pronunciation difficulties which they will encounter among their pupils. A second important value of this unit in phonology will be to aid the Indian and Eskimo students in the program in improving their own speech production so that they will provide effective models of spoken English for their pupils to imitate.

The Structure of English

"Structural linguistics," says Lefevre, "is not just another nomenclature of the parts of speech of traditional grammar, or another way of parsing and diagramming sentences. It is an entirely new way of looking at language, of sorting out the data, of classifying findings. Structural linguistics leads to new data, new knowledge, new insights, new understandings."⁸

This discipline postulates that English has a unique set of grammatical patterns, and that four signalling systems are used to convey meaning. The signalling systems are: (1) intonation, (2) word order, (3) structure words, and (4) word-form changes. Structural grammarians proceed in their analysis of patterns, from form to meaning, or from a study of meaningful minimal sounds (the phonemes) to a consideration of larger syntactic units (phrases, clauses, sentences). Parts of speech used in English are categorized as either form class words (nouns, verbs, adjectives and adverbs) which carry lexical meaning and change their form by inflexion, or function words (determiners, auxiliaries, negators) which have little lexical meaning, do not change form, and whose function is to indicate structural and grammatical relationships. Although some differences of opinion exist as to the exact number of basic sentence patterns present in the English language, it is generally agreed that this number is very small, and that a mastery of these basic patterns

⁸Carl A. Lefevre, Linguistics and the Teaching of Reading (New York: McGraw Hill Inc., 1964), p. xiv.

is an important step in the learning of English.

The foregoing paragraph contains in summary, the material that will be taught to the enrollees in the second language program. It is proposed to use Paul Roberts' Patterns of English⁹ as the textbook for this unit. Roberts' book, which is written for high school students at their level of understanding, contains a good discussion of the underlying principles of the structural approach, as well as a great deal of valuable exercise material.

Fries sums up the value of a study of the structure of English to teachers of English as a second language in these words:

It is not enough for the teachers of a second language to be able to speak English; to be efficient they should know the structural system of English from the point of view of a sound descriptive analysis. In teaching, in learning, and in testing achievement and progress, in the mastery of English by foreigners as well as in the mastery of a foreign language by native speakers of English, a sound description of English structure is indispensable.¹⁰

In addition to the utilitarian value noted in the foregoing quotation, the Indian and Eskimo students will, by broadening and deepening their knowledge of the language, have the opportunity to gain greater fluency in, and control of, English. Fries was not unmindful of this benefit when he wrote:

⁹ Paul Roberts, Patterns of English, Teachers' edition, (New York: Harcourt, Brace and World Inc., 1956).

¹⁰ C. C. Fries, The Structure of English (New York: Harcourt, Brace and Co., 1952), p. 280.

I should insist that the chief value of a systematic analysis and description of the signals of structural meaning in English is the insight it can give concerning the way our language works, and through English, into the nature and functioning of human languages.¹¹

Contrastive Analysis

One of Lado's principles of second language learning is to teach the problems, which are the units and patterns that show structural differences between the first and second language.¹² As has already been pointed out, attention must be given not only to a study of the target language, but also to an examination of the native language in order to anticipate these problems, and to isolate and teach the particular features that are different, and therefore difficult to learn.

When only the target language is known by the instructor, the technique of contrastive analysis is usually carried out by having the language learner speak into a tape-recorder. His speech is analyzed in terms of sounds produced, intonation, rhythm and stress patterns employed, and grammatical structures used, in order to identify the problem areas and to devise drills for correcting them. When, however, many of the second language teachers know the native language, and when they, themselves, have learned English as a second language, a valuable opportunity for gaining meaningful

¹¹ Ibid., p. 296.

¹² cf., Lado, p. 54.

insights into the process of second language acquisition is presented.

Robert Lado's Linguistics Across Cultures¹³ deals with general methods of comparing the sound systems, the grammatical systems and the culture patterns of two language groups. With this book for background reading, students, either individually or in groups, would prepare contrastive analyses of English and their own native languages. The insights gained and the practical procedures developed, would be shared by all members of the class. It is not suggested that this workshop technique would produce any approximation of a detailed contrastive analysis of two languages. It is assumed, however, that such an exercise will enable the teacher trainees to better deal with the specific problems of interference which they will encounter in their pupils.

Pattern Practice. The basis of learning a second language is habit formation¹⁴. The most effective method yet devised for mastering a language is by practicing the patterns of that language until their use becomes habitual.¹⁵

¹³ Robert Lado, Linguistics Across Cultures (Ann Arbor: The University of Michigan Press, 1957).

¹⁴ cf. Brooks, p. 25, Rivers, p. 28.

¹⁵ cf. Rivers, p. 28, Fries, p. 40.

To those who decry pattern practice as a mechanical procedure undeserving of a place in education, Robert Lado provides an incisive rebuttal.

It would be false to assume that Pattern Practice, because it aims at habit formation is unworthy of the educated mind..... The highest purpose of pattern practice is to reduce to habit what rightfully belongs to habit in the new language, so that the mind and the personality may be free to dwell in their proper realm, that is, on the meaning of communication rather than on the mechanics of grammar.¹⁶

The aim of pattern practice must be eventual free expression by the pupils, who are led through the five sequential steps of recognition, imitation, repetition, variation and selection. The pupils, of course, are not conscious of these stages, for to them the whole process of recognizing and imitating sounds, of repeating and of enlarging the scope of what they can say through variation and substitution, is simply speaking the language.

When dealing with or using the different types of pattern practices - substitution of words, objects or pictures, variable slot substitution, expansion, transformation, question and answer or situational dialogues - it is important that the teacher keep in mind the following basic facts about the nature of second language learning:

¹⁶ Robert Lado, English Pattern Practices (Ann Arbor: The University of Michigan Press, 1958), pp. 15, 16.

1. Language is speech - something to say.
2. Language is used in connected discourse, and not presented as word lists.
3. Language is spoken at a normal rate of speed to express complete thoughts.
4. When speaking a language, attention is focused on the idea being expressed, not on the form and order of the words.

The students in the teacher training class, will concentrate their activities in this unit on the production of pattern practice drills and dialogues for use in both practice teaching sessions and in their own classrooms. Because these students will have an understanding of the difficulties that will be encountered by their pupils, they should be better equipped to design drills that will be appropriate for a specific set of problems. Following an introduction to, and a discussion of some of the basic concepts of pattern practice drills, the class members will work in an atmosphere of guided independent study in preparing teaching materials for future use.

Vocabulary. The teaching of vocabulary is one of the controversial issues in second language theory and practice. Robinson, Theall and Wevers of the University of Toronto express one viewpoint:

It has often been said that the learning of a language means that one learns 90% of the phonology correctly, 50% of the structure correctly, and 2% of the vocabulary. It is far more important that the sentence be well learned than that any individual words be taught. In fact, Let's Speak English takes care of the teaching of words through the use of sentences.¹⁷

John B. Carroll would take issue with the foregoing statement. In his view:

The teaching of words, and of the meanings and concepts they designate and convey is one of the principal tasks of teachers at all levels of education..... Often the task that presents itself to the teacher is not merely to explain a new word in familiar terms, but to shape an entirely new concept in the mind of the student.¹⁸

When it is realized that there are at least two separate and distinct levels of vocabulary to be mastered by second language learners, it may be seen that both of these two seemingly contradictory statements are true and relevant in teaching English as a second language.

In the earliest stages of TESL, the vocabulary necessary to operate the patterns and to illustrate the pronunciation of the language must be emphasized. A large number of function words

¹⁷ R. H. Robinson, D. F. Theall, and J. W. Wevers, Basic Guide to Let's Speak English (Toronto: W. J. Gage Ltd. n.d.), p. 3.

¹⁸ John B. Carroll, "Words, Meanings and Concepts," Language and Learning, Janet A. Ennig et al. eds. (Harcourt, Brace & World, 1966), p. 73.

and a smaller number of content words, which are intimately related to the environment and the experience of the pupil, should make up a large part of the pupils active vocabulary.

Lado¹⁹ goes so far as to suggest that in this first stage, a teacher can come close to teaching the full core-structure of the language, incidentally to teaching sentence patterns.

The second stage of the process is the learning of vocabulary for communication. Because in the Northwest Territories the general aim of teaching English as a second language to Indian and Eskimo pupils is two-fold - to enable them to progress through an educational system in which English is the language of instruction and secondly, to allow them to take their places as first-class citizens of 20th century Canada, where one of the official languages is English - it is necessary to widen the contextual areas to include the vocabulary of a liberal education and the vocabulary of everyday Canadian life.

Both Lado²⁰ and Finocchiaro²¹ present a number of valuable

¹⁹ Robert Lado, Language Teaching A Scientific Approach (New York: McGraw-Hill Inc., 1964), p. 118.

²⁰ Ibid., Chapter 12.

²¹ Mary Finocchiaro, English as a Second Language: From Theory to Practice (New York: Regents Publishing Co., 1964), Chapter III.

techniques for teaching vocabulary on both levels, and these two books will serve as references for this unit of the program.

Methods, Materials and Techniques of Instruction

Few educational authorities will argue with the thesis that the quality of the educational experience of a child is most significantly influenced by the quality of his teacher. It is vital to keep in mind that although the students in this program are being prepared to teach English as a second language their major task is to teach boys and girls. The hypothesis underlying this entire experiment is that Indian, Eskimo and Metis pupils will have a natural advantage, through their understanding of the linguistic and environmental conflicts of their pupils, in promoting the desirable habits and attitudes necessary for language learning. This point of view must not be lost sight of. Every phase of the program must be carried out with a view to developing in the teacher trainees, not only a listening ear, but also what Mary Finocchiaro has referred to as "a listening heart."²²

The teacher is the key factor in any teaching-learning situation, but his use of materials of instruction, and his employment of proven teaching techniques cannot fail to enhance the effectiveness of his performance. It is not proposed here to go

²² Ibid., p. 129.

into detail concerning instructional procedures in the use of such important aids as the blackboard, the flannel board, the picture file, flash cards, games, songs, filmstrips, tape recorders, record players and movies in the teaching of English as a second language. Nor is it planned to discuss at this point the techniques of using dialogues based on everyday experiences, of varying oral practice activities, of utilizing community resources to provide motivation, or of adapting native stories and legends to make language learning more meaningful. Topics such as these will form the content of this unit, and they will be examined and tried out, not only in peer-groups teaching situations, but also during the students' practice teaching experiences in the classrooms of the district.

Practice Teaching

Arrangements have been made to organize two different phases of the practice teaching unit. The first extended visits to the classrooms in Yellowknife and Fort Rae will be mainly for the purpose of observation of general classroom procedures. There is no specific TESL program in the schools of Yellowknife, although many of the Indian children from "the old town" speak and understand English very imperfectly. In Fort Rae, however, there are two Basic English classes, as well as six other classrooms where a great amount of remedial work in English language instruction is necessary.

Visits to these classrooms will provide discussion topics for seminars on the problems to be faced, and of ways of dealing with them.

The second phase of the practicum will involve a two-week stay in a settlement where the school population is predominantly Indian or Eskimo. The principal of the school will be charged with the responsibility of providing the student teacher with the opportunity to teach in various subject areas, of offering him help and guidance, and of making an evaluation of his progress. Because two such practicums are planned, it will be possible for the TESL instructor to visit each of the student teachers to observe their work in the classrooms, and to aid in making the practicum a valuable learning experience.

Because the primary objective of the program is to train Indian and Eskimo students to become effective classroom teachers of English as a second language, an evaluation of the classroom performance of the students during their practice teaching sessions will be an important factor in deciding whether or not they graduate from the program. The interests of the pupils in the schools of the Northwest Territories is of paramount importance, and, if in the opinion of competent judges, the teacher trainees do not show evidence of becoming effective classroom practitioners of TESL, they will not be permitted to complete the intern phase of the program. On the positive side, however, it is recognized that practice

teaching under conditions that will be nearly identical to those which will be met after graduation, will be an extremely valuable experience. It will, of course, also provide a basis for discussing the content and the learning experiences of the training program in much more meaningful terms, when the theories of TESL have been tested by actual classroom practical.

Evaluation

Evaluation, an essential element of any program or curriculum, is perhaps one of the most neglected areas of teaching English as a second language. Because the teaching of a second language differs from most other school subjects in that its presentation is mainly oral, and because teachers are oriented to paper and pencil tests, the desirability of measuring the progress of the TESL program is too often overlooked.

The main purpose of any evaluative procedures is to determine if the objectives set for the program are being achieved. Are the pupils gaining new knowledge of facts, ideas, concepts? Are they acquiring new abilities and skills in the target language? Are they developing proper attitudes and feelings toward the language they are learning? The only way to answer these and other vital questions is through the development of a continuous, comprehensive testing program which measures the progress of the pupils in terms of what the program sets forth as its objectives.

Evaluation should serve two main purposes for the teacher of English as a second language. The results of tests should help the teacher diagnose the difficulties that pupils are having in learning the language - in the areas of phonology, structure and vocabulary. Such a diagnosis will enable the teacher to devise remedial exercises for the pupils, to assess his own methods, techniques and teaching procedures and to revise them where necessary, and to make suggestions regarding curriculum changes which will improve the learning situation.

The second purpose is a more positive one. Knowledge of one's success is a stimulus for further learning, and the pupils will benefit from being kept informed of their progress in the mastery of the target language. If the proper attitude toward a continuous testing program is encouraged, it will not only improve the effectiveness of the teaching, but also will add interest and excitement to the learning.

The textbook to be used in the teacher-training program²³ contains a section on testing. It answers the four major questions: Why do we test? When do we test? How do we test?

²³Mary Finocchiaro, English as a Second Language: From Theory to Practice (New York: Regents Publishing Co., 1964), Chapter V.

What do we test? These answers will provide the content of the evaluation unit, and a discussion of the techniques and procedures in preparing and using tests, as well as actual practice by the students in test construction will comprise the learning experiences.

IV. A PROGRAM OF STUDIES FOR TEACHING ENGLISH AS A SECOND LANGUAGE

"The challenge to the educator is to develop materials and instructional programs which are appropriate to the student. We cannot wait for the student to become ready for a program."²⁴

A Philosophy of the Program

The program of instruction that is outlined in the succeeding paragraphs is based on the following beliefs and philosophical concepts:

1. If the indigenous peoples of Northern Canada are to be brought forward into 20th century Canadian life, this transition must be accomplished through the medium of education. And if the Indian, Eskimo and Metis are to become first-class citizens in the country where their ancestors were the first inhabitants, they must be given some responsibility for, and a part to play in the education of their own people.

²⁴Paul W. Bell, "On Programs and Children," TESOL Newsletter, Vol. 2, No. 2 (January/March, 1968), p. 37.

2. Up to this point in time, Indian and Eskimo students from the Northwest Territories have been unsuccessful in gaining entry to the teaching profession by following the traditional routes that lead to certification. It is imperative that bold, new, and perhaps, unorthodox, alternatives be presented to these students in order to achieve the objective of placing trained Indian, Eskimo and Metis teachers in schools that serve these ethnic groups.

3. In teaching English as a second language, the advantages possessed by the Northern students in their cultural and linguistic affinities for the pupils they will teach, and in their understanding of the Northern environment, outweigh their disadvantages of lack of formal training.

4. "... the foundations of any subject can be taught to anybody at any age in some form..... [the early teaching] should be designed to teach these subjects with scrupulous intellectual honesty, but with an emphasis upon the intuitive grasp of ideas and upon the use of these basic ideas."²⁵ This belief, as expressed by Bruner, is one of the philosophical bases of the proposed program.

5. A training course to prepare Indian, Eskimo and Metis students for teaching English as a second language in the schools of Northern Canada should be conducted by teachers who have a sympathetic understanding of native young people, and a practical knowledge of the

²⁵ Jerome Bruner, The Process of Education (New York: Random House Inc., 1960), pp. 12, 13.

conditions in Northern schools. This is not meant to suggest that in a later stage of their development, these teacher trainees will not benefit immeasurably from further training at a Southern Canadian institution of higher learning, and, in fact, this eventually is envisioned as part of the ongoing teacher training program.

General Objectives of the Program

By educational objectives we mean explicit formulation of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feeling and their actions.²⁶

1. To enable the student to acquire a knowledge and understanding of the philosophy, approaches, methods, materials and techniques of teaching English as a second language.
2. To enable the student to acquire and practice the skills and strategies of preparing materials, using technological aids, planning and presenting lessons and developing techniques of classroom management to the end that he may become an effective second language teacher in the schools of the Northwest Territories.
3. To increase the student's knowledge of, and facility in, the English language, and to assist him, through guided practice, to express his ideas clearly and effectively.

²⁶ Benjamin S. Bloom, Taxonomy of Educational Objectives (New York: David McKay Co., Inc., 1956), p. 26.

4. To aid the student in understanding the child, not only as a learner, but also as the product of a particular social environment.

5. To aid in the development of attitudes and sensitivities that will enable the student to participate as an effective team member in the overall educational enterprise.

6. To bolster the student's self esteem by offering him the kind of program and the type of personal guidance that will enable him to realize that he can make a unique and valuable contribution to the pupils he will teach, to the system he will serve, and to the community in which he will be located.

General Instructions

1. The program will be divided into study units, each unit occupying about 4 or 5 weeks, depending on the amount of material to be covered and the interest shown by the students.

2. Each unit will contain work and activities covering all aspects of the TESL program, in order to show the interrelatedness of all facets of second language teaching.

3. Each unit will emphasize the practical application of the knowledge and skills acquired, and student activity in constructing tests, preparing materials, producing contrastive descriptions, etc., will be a central feature of each study unit.

4. The prescribed text for the program is English as a Second Language: From Theory to Practice by Mary Finocchiaro.

Other texts will be suggested for individual units, and still others, as supplementary texts for particular areas of study.

UNIT I: THE SOUND SYSTEM OF ENGLISH

Aim: To enable students to identify and articulate the segmental phonemes of English; to identify and discriminate the supra-segmental phonemes; and to attain some degree of competence in reading and writing phonemic transcription as a method of practicing the segmental and supra-segmental phonemes together.

Content:

- A. Consonants: Stops, fricatives, sibilants, affricates, nasals, laterals; glides or semi-vowels.
- B. Vowels: The nine vowels of English.
- C. Diphthongs.
- D. Consonant clusters.
- E. The Supra-segmentals
 - a. The 3 degrees of stress
 - b. Pitch phonemes
 - c. Juncture
- F. Reading and writing phonemic transcription.

Class Text: Stageburg, Norman C. An Introductory English Grammar
(Part I: The Phonology of English).

Supplementary Texts: Lefevre, Carl A. Linguistics and the Teaching of Reading. Chapter IV: Intonation: The Melodies of the Printed Page.

Note: Close correlation between Stageburg's grammar text and work-book-type exercises (complete answers are given in the appendix) make

this book useable for programmed instruction. This feature will not only allow a student to work at his own speed in mastering the material, but also will introduce him to this educational innovation.

UNIT II: ENGLISH STRUCTURE

Aim: To enable students to acquire new knowledge, insights and understandings of English by looking at it objectively and systematically through a study of its structure, and thereby to increase their own control of and fluency in the language.

Content: A. Introduction

1. Grammar and rules.
2. Lexical and structural meaning.
3. The signals of structural meaning.

B. Word order.

C. Inflection.

D. Parts of speech (not traditional ones).

E. Function words.

F. Basic English sentences.

Class Text: Roberts, Paul. Patterns of English.

Supplementary Texts: Francis, Nelson. The Structure of American English.

Fries, Charles C. The Structure of English.

Dashwood-Jones, D. Patterns for Writing.

UNIT III: CONTRASTIVE ANALYSIS

Aim: To introduce students to the methods, techniques and results of contrastive analysis, in order to increase the efficiency of the teaching of English as a second language by observing points which need early attention and special emphasis.

Content: A. Introduction

a. Listening to tapes of Indian and Eskimo speakers and learning to hear what the problems are.

b. Preparing remedial drills and exercises in the realms of phonology, intonation, and structure.

B. Individual or Group Project. Each member of the class will work on preparing a contrastive analysis of English and his own language. Members of the class who do not speak an Indian or Eskimo dialect will be assigned to assist native speakers in this project.

Class Text: Lado, Robert. Linguistics Across Cultures.

UNIT IV: BASIC TECHNIQUES IN SECOND LANGUAGE TEACHING

Aim: To give students an understanding of the theory and procedures of certain basic strategies of TESL, and to enable them through study and practice, to prepare drills and exercises. To emphasize that the five sequential steps of understanding, repeating, practicing, choosing and using the material taught, are basic to all second language learning.

Content: A. Repetition Drill

1. Choral.
2. Individual.
3. Identifying and correcting errors of stress, intonation and articulation.

B. Techniques for Explaining Meaning.

1. Use of pictures, drawings, objects.
2. Use of gestures and actions.
3. Use of native language equivalents.

C. The Minimal Pair Drill.

1. In Listening Practice.
2. In Repetition Practice.
3. In Cued Production Practice.

D. The Minimal Sentence Drill.

1. Its uses in phonology, structure and vocabulary.

E. Pattern Practice: A Special Technique for Correcting Sound, Structure and Lexicon.

1. Substitution Drills.
2. Question and Answer Drills.
3. Chaining Drills.
4. Expansion Drills.
5. Transformation Drills.
6. Diaglogs.
7. Guided Independent Conversation.

F. Preparation of Drills and Exercises by the Student.

Supplementary Text: Dacanay, F. R. Techniques and Procedures in Second Language Teaching.

UNIT V: TEACHING AIDS AND MATERIALS

Aim: To introduce students to the use of audio-visual and other aids in TESL - procedures, preparation and presentation.

Content: A. Pictures, flash cards, charts, flannel board.

B. The blackboard.

C. Slides, filmstrips, movies, record player.

D. The tape recorder.

1. Preparing audio tapes for pattern practice.

2. The tape recorder in testing.

E. Games and Songs.

F. Field trips, local materials.

Supplementary Texts: Heubner, Theodore. Audio-Visual Techniques in Teaching Foreign Languages (New York: New York University Press, revised 1967).

Harter, Helen. English is Fun (Tempe, Arizona: mimeographed).

A planned series of rhymes, songs, games for non-English speaking pupils.

UNIT VI: TECHNIQUES FOR USING AN ASSIGNED TEXTBOOK

Aim: 1. To familiarize students with Let's Begin English, the set of lessons currently being used for teaching English as a second language in the schools of the Northwest Territories; and with the

Basic Oral English Course for Beginners, the second language textbook produced by the Indian Affairs Branch, and authorized for use in schools under its jurisdiction.

2. To examine critically these textbooks and to present suggestions concerning their effective use, as well as ways of supplementing the materials and procedures they contain.

Content: A. An overview of Let's Begin English and Basic Oral English Course for Beginners.

B. Discussing and practicing techniques for presentation of textbook materials and exercises.

C. Discussing and practicing techniques for preparing, introducing and presenting additional material and supplementary exercises.

Supplementary Texts: Let's Begin English.

UNIT VII: TESTING IN TESL

Aim: To stress the importance of continuous evaluation in teaching English as a second language; to give students an understanding of the theory and procedures of test construction; and to enable them to practice these concepts and skills by preparing tests.

Content: A. Purpose of Testing.

B. Types of Tests.

1. Oral.
2. Written objective tests.
3. Testing attitudes.

- C. What Language Tests Should Measure.
- D. Theory of and Practice in Constructing Classroom Tests in Phonology, Structure and Vocabulary.

Supplementary Text: Lado, Robert. The Construction and Use of Foreign Language Tests (New York: McGraw-Hill Co., Inc., 1964).

UNIT VIII: PRACTICE TEACHING

Aim: To provide the student with opportunities to develop his competencies in TESL by putting his theoretical knowledge to the practical tests of planning lessons, preparing materials, motivating pupils, controlling individuals and situations, and communicating knowledge, skills and attitudes in second language learning to his pupils.

- Content:
- A. Observation: Students will observe practicing teachers meeting their responsibilities in teaching English as a second language.
 - B. Through discussion and with guidance, students will devise and practice their own systems for teaching English as a second language under the observation of cooperating teachers, their TESL instructor and on occasion, their fellow students.
 - C. Evaluation of student performance will be made in either groups or individual conferences, and recommendations for modification of procedures will be presented.

D. Students will revise their procedures, as may be necessary, and practice again in a similar setting.

CHAPTER VI

SUMMARY, IMPLICATIONS AND CONCLUSIONS

One thing seems clear: if all students are helped to the full utilization of their intellectual powers, we will have a better chance of surviving as a democracy in an age of enormous technological and social complexity.¹

I. SUMMARY

An experimental course in teaching English as a second language has been devised, based on sound and verifiable principles of linguistics, psychology and pedagogy. Both general and specific objectives have been established for the program, and an attempt has been made to outline the philosophy and beliefs upon which it is founded. The content and learning experiences of each unit have been planned to meet, as fully as is possible without actual classroom experience to test them, the special needs of the students enrolled, and the particular demands of the Northern classroom.

II. IMPLICATIONS FOR TEACHING AND FURTHER RESEARCH

It has not been possible to make very definite recommendations regarding specific teaching techniques for use in each study unit. As the program unfolds, it is hoped that the teachers involved will be able, gradually, to write into the program more detailed

¹ Jerome Bruner, The Process of Education (New York: Random House Inc., 1960), p. 10.

instructions and procedural techniques as a result of their experiences in teaching the various sections of the course.

The students, as they grapple with the problems of how to teach English as a second language from the vantage point of second-language learners, can, hopefully, bring valuable insights to bear on the whole area of language acquisition. One important aim of the program is to motivate the students, fortified with new understandings of the phonology and structure of languages, to adopt discovery procedures in order to arrive at new solutions to old problems.

The point of view expressed in the foregoing paragraph is re-affirmed in a letter from the Director of Research for the Toronto City Board of Education. He writes:

The Indian and Eskimo students, as you have stated, are more aware of the problems and solutions than you are. If you capitalize on this fact, then they themselves will provide a large portion of their own outline. They are the ones who should search the literature to find a solution to problems which they understand more fully than anyone else.

I know of no one who is directly concerned with a problem parallel to yours, and I am not being flip in the least when I say that I believe, albeit possibly by accident, that you have at hand a more powerful solution to teach English as a second language than anyone else on this continent.²

To attempt to identify the specific areas in which further investigations should be undertaken, would, at this time, be mere speculation. Both phases of the study - the intramural program and

²"Personal Correspondence of the Author, letter from Dr. E. N. Wright, April 9, 1968."

"internship" experiences - must be tested and evaluated before any valid judgment could be rendered as to the direction and extent of further research. It seems eminently safe, however, to hypothesize that the vast number of problems which will remain unsolved, and the plethora of questions which will still be unanswered, justify an almost endless number of studies in this field.

The Honorable Arthur Laing, former Minister of Indian Affairs and Northern Development, speaking to a National Council on Northern Research suggested areas of investigation not unconnected with the purposes of this present study:

... I believe that the North is the ideal place to investigate some of the problems of inter-cultural education.... I believe that the North might be used as a laboratory for studies into learning and the learning process.... I suggest that experience in Northern kindergartens may have some value for all who are concerned with the education of culturally deprived children.³

III. CONCLUSION

An experimental program has been developed in this study. In practice, this experiment will never end. Education is a dynamic process, and for many years this program will have to be amended in the light of further knowledge gained from investigation, experimentation and from the experience of those connected with it.

³Arthur A. Laing, "Research in the North" (Speech delivered at the First National Conference on Northern Research, Saskatoon, Sask., October 30, 1967) Reprinted in Northian: Journal for Indian and Northern Education, V (November, 1967), p. 33.

In spite of the hoped-for modifications and improvements that the future may bring however, it is felt that the program outlined here at least points the way toward giving students of the Northwest Territories an opportunity not only to realize their own potential, but also to serve the society of which they are the future leaders.

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